

## Inspire Partnership Academy Trust

### Trust Pay Policy

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## 1. Policy Statement

- 1.1. This policy sets out the framework for making decisions on teachers' pay. It has been developed to comply with current legislation, the requirements of the School Teachers' Pay and Conditions Document (STPCD) 2025.
- 1.2. The Trust Board has a statutory responsibility for making decisions on pay, for reviewing school leadership and teachers' salaries annually and for developing a Trust Pay Policy. The Pay Policy will also work in conjunction with the school's Professional Growth Framework, Trust strategic and school development plans as well as other rules and expected standards of performance which are advised and communicated to employees.
- 1.3. The Trust Pay policy does not subscribe to performance-related, but considers pay progression advancement based on length of service, general professional development, and the school's budget, rather than individual performance metrics. Pay Point progression is typically automatic for all teachers each year, unless a teacher is in formal capability procedures for poor performance.

## 2. Introduction

The aims of this policy are:

- 2.1. To ensure that all staff are valued and receive recognition for their work and contribution to the Trust and its schools.
- 2.2. Support the recruitment and retention of a high quality teacher workforce
- 2.3. Enable the school to recognise and reward teachers appropriately for their contribution to the school
- 2.4. Help to ensure that decisions on pay are managed in a fair, just and transparent way whilst eliminating unnecessary bureaucracy for all concerned.

### 3. Scope

- 3.1. Enable the Trust Board to manage the remuneration of staff in a non-discriminatory, responsible and transparent way, which complies with current employment law and Trust policy on the fair and equal treatment of employees and with the principles of public life, namely objectivity, openness and accountability.
- 3.2. Maintain and improve the quality of education provided for pupils in the Trust by having a whole Partnership pay policy that supports the Trust Strategic Plan and reflects the agreed aims of the Trust.
- 3.3. Provide for a staffing structure that will enable the Trust to achieve its aims and objectives under the Trust development plan.

### 4. Trust Board Responsibilities

The Trust Board is committed to:

- 4.1. Reviewing the pay policy annually against the goals set under the Trust strategic plan, the confines of the agreed budget and the Trust Board's spending priorities.
  - 4.1.1. Taking account of framework documents referred to in staff contracts or formally adopted by the Trust Board, specifically:
    - 4.1.1.1. For teachers: The Trust Teachers' Pay and Conditions Document, to the extent recognised by the Trust, and statutory regulations affecting the employment and conduct of teaching staff, insofar as they apply to a multi-academy trust.
    - 4.1.1.2. For support staff: The National Joint Council for Local Government Services terms and conditions, to the extent adopted by the Trust Board and locally adopted terms governing pay and conditions which are specific to staff employed by the Trust in the Local Authority area that the school is situated.
    - 4.1.1.3. For staff transferred to the Trust under TUPE: Members of staff who transferred to the Trust by way of a TUPE transfer may be

subject to different terms and conditions. In such cases, where any terms of this pay policy differ from an individual employee's contractual terms, the contractual terms will take precedence.

- 4.1.2. Complying with equalities legislation, specifically the following (as amended): The Employment Relations Act 1999, the Equality Act 2010, the Part-time Workers (Prevention of Less Favourable Treatment) Regulations 2000 and the Fixed-Term Employees (Prevention of Less Favourable Treatment) Regulations 2002.

## **5. Delegation of Decision Making**

- 5.1. Pay progression advancement decisions are made in line with the Trust's Scheme of Delegation. Relevant committees and individuals will have delegated day to day management of the policy as set out in the tables below.
- 5.2. Those with delegated responsibilities under this policy will be appropriately trained and / or advised by trained persons.

## **6. Salary Range Determinations**

- 6.1. The determination of the salary range for a role will be delegated to the determining body for each group of staff as set out in Table A below.
- 6.2. Within the agreed range the determination of the starting point at initial appointment will be made by the selection panel.

Table A

Employee Group	Determining Body
<u>Trust Senior Executive Team</u> CEO, Trust Education Lead and Interim Deputy CEO	Trust Board Pay Committee
<u>Trust Executive Team</u> Trust School Improvement Lead and Trust Operations Lead	Trust Senior Executive Team
<u>Trust Central Team - Executive</u> Digital Technology and Innovation Lead, Head of Estates Resources, Head of HR, Joint Trust Finance Leads and Group Lead for Marketing and Communications	Trust Senior Executive Team
Trust Central Team - Non-Executive	Trust Senior Executive Team
School Senior Leadership	Trust Senior Executive Team
Headteachers	Trust Senior Executive Team
Teaching Staff – school based	Trust Senior Executive Team plus Headteacher
Support Staff – school based	Trust Senior Executive Team plus Headteacher

## 7. Pay Progression Advancement

- 7.1. Pay progression advancement is informed by engagement in the Professional Growth Framework, which supports professional growth advancement and alignment with Trust priorities. For teachers, the policy reflects the latest national guidance, including the 2024 School Teachers' Pay and Conditions Document (STPCD), which removed mandatory performance-related progression for the Main and Unqualified Pay Ranges.
- 7.2. Employee pay progression advancement will be determined by the “decision-maker” set out in Table B below. Any appeal on pay progression advancement will be heard by the Appeal Panel set out below.

Table B

Employee Group	Decision - Maker	Appeal Panel
<u>Trust Senior Executive Team</u> CEO, Trust Education Lead and Interim Deputy CEO	Trust Pay Committee	Separate committee of Trustees
<u>Trust Executive Team</u> Trust School Improvement Lead and Trust Operations Lead	Trust Senior Executive Team	Chair of Trustees and one other Trustee
<u>Trust Central Team - Executive</u> Digital Technology and Innovation Lead, Head of Estates and Resources, Head of HR, Joint Trust Finance Leads and Group Lead for Marketing and Communications	Trust Operations Lead	Trust Senior Executive Team
Trust Central Team - non-executive	Trust Operations Lead and Trust Central Team Lead	Trust Senior Executive Team
Headteachers*	Trust Senior Executive Team	Chair of Trustees and one other Trustee
School Leadership scale posts below Headteacher level	Trust Senior Executive Team plus Headteacher	Chair of Trustees and one other Trustee
Teaching Staff – school based	Headteacher	Interim Deputy CEO and Trust Improvement Lead
Support Staff – school based	Headteacher	Interim Deputy CEO and Head of HR

## 8. Determination of Salary Ranges and Initial Appointments

### 8.1. Trust Senior Executive Team and Trust Executive Team

- 8.1.1. For the purposes of this policy Trust Senior Executive Team posts include Education include the Chief Executive Officer, Interim Deputy Chief Executive and Trust Education Lead roles.
- 8.1.2. The Trust Executive Team includes the Trust Operations Lead and the Trust Improvement Lead roles.
- 8.1.3. In determining the appropriate salary range for the roles identified under 8.1.1 and 8.1.2 the Trust Board will ensure that an appropriate assessment is undertaken to consider the role scope and responsibilities and other relevant factors such as:
  - 8.1.3.1. market forces
  - 8.1.3.2. recruitment and retention related issues
  - 8.1.3.3. the context, degree of complexity and challenges of the role
  - 8.1.3.4. experience required
- 8.1.4. The determination will include a benchmarking exercise to consider comparable roles both within and outside the education sector.
- 8.1.5. The Interim Deputy Chief Executive Officer role is on a single pay point, whilst all other Trust Senior Executive Team and Trust Executive Team salary ranges will be a four-point range of consecutive salary points approved by the Trust Pay Committee - see [Appendix 1](#).

- 8.1.6. To ensure that the salary ranges remain appropriate, the benchmarking exercise referred to above will be reviewed in the event of any significant changes to the job role or relevant contextual factors and, in any event, at least bi-annually.
- 8.1.7. At the time of appointing a new Trust Senior Executive Team or Trust Executive Team member, the selection panel shall determine the starting salary within the determined range, taking account of the following factors:
  - 8.1.7.1. the successful candidate's level of qualifications, skills and experience;
  - 8.1.7.2. market conditions;
  - 8.1.7.3. the wider Trust context;
  - 8.1.7.4. the successful candidate's current pay.
- 8.1.8. The selection panel should ensure that there is room for pay progression advancement on the range and have regard to advice available from specialists engaged by the Trust for this purpose.

## 8.2. Central Team Executive Leaders

- 8.2.1. Effective September 2023, the pay for the Central Team Executive Leaders is assimilated on to four points of the Leadership Pay Scale denoted by the letter E for Executive - see [Appendix 3](#).

## 8.3. School Senior Leadership

- 8.3.1. The salary range for all staff paid on the leadership pay range will be determined by reference to the provisions of the STPCD, which includes the flexibility to make payment of up to an additional 20% where consideration of any broader responsibilities attached to the role (e.g.

retention challenges or specific school improvement needs requiring additional experience/capacity).

- 8.3.2. The pay ranges and the differential between roles for the School Senior Leadership team are shown at [Appendix 2](#).
- 8.3.3. The leadership scales to be applied at each school will follow those that are adopted by the LA in which the school(s) are located (inner, outer, national). If an Executive Headteacher is employed across schools in more than one LA area, the higher pay scale will apply.

#### 8.4. Executive Headteacher

- 8.4.1. An Executive Headteacher refers to a leader who holds headteacher accountability for more than one school.
- 8.4.2. The Trust Pay Committee will determine a pay range for the Executive Headteacher by reference to the combined school group size, considering all permanent responsibilities of the role, any challenges specific to the role and all other relevant considerations, ensuring that there is appropriate scope in the range to allow for pay progression advancement..
- 8.4.3. The Trust will only re-determine the headteacher's pay range in the circumstances specified in the STPCD.

#### 8.5. Headteacher

- 8.5.1. The Trust Pay Committee will determine a pay range for the headteacher by reference to the school group size and considering all permanent responsibilities of the role, any challenges specific to the role and all other relevant considerations, ensuring that there is appropriate scope in the range to allow for growth related pay progression advancement over time.
- 8.5.2. The Trust will only re-determine the headteacher's pay range in the circumstances specified in the STPCD.

- 8.5.3. The Trust may determine that additional payments be made to a headteacher for temporary responsibilities or duties that are in addition to the post for which their salary has been determined and which have not previously been considered when determining salary.
- 8.5.4. Any such payments will be subject to the overall restrictions on headteacher's pay set out within the STPCD.

#### 8.6. Deputy Headteacher and Assistant Headteacher

- 8.6.1. The salary range for a Deputy Headteacher and Assistant Headteacher shall be determined by reference to the STPCD, considering how the role fits within the wider leadership structure of the Trust, all permanent responsibilities of the role, any challenges that are specific to the role and all other relevant considerations.
- 8.6.2. The maximum of the pay range will not exceed the maximum appropriate to the group size for the school.
- 8.6.3. The Trust will only re-determine the pay range of a Deputy or Assistant Headteacher the circumstances specified in the STPCD.
- 8.6.4. Certain additional allowances may be awarded to Deputy and Assistant Headteachers where the Trust deems this to be appropriate (see [Section 12.8](#)).

#### 8.7. Classroom Teachers (All Teachers Other than School Senior Leadership and Trust Leadership)

- 8.7.1. In determining the salary range for a vacant post within the overall minimum and maximum limits provided for within the Teachers' Pay and Conditions Document (referred to hereafter as the STPCD), the Trust may consider a range of factors, including, but not limited to:

- 8.7.1.1. The nature of the post;

- 8.7.1.2. The level of qualifications, knowledge, skills and experience required;
- 8.7.1.3. The wider Trust context at the time of the application.
- 8.7.2. For classroom teacher posts on the main pay range or upper pay range, the Trust will not normally restrict the salary range beyond the minimum of the main pay range and the maximum of the upper pay range.
- 8.7.3. The Trust general policy, when determining the starting salary for a classroom teacher on the main pay range or the upper pay range whose previous appointment was within a maintained school or academy, will be to appoint the teacher on a salary which at least equals the teacher's previous salary, considering any pay progression advancement determinations made but not yet implemented by the previous employer.
- 8.7.4. Notwithstanding this general statement, the Trust reserves the right to depart from this policy where it is deemed justified to do so. In any such cases, which are expected to be exceptional, the fixed pay range for the post will be made clear from the outset of the recruitment process.
- 8.7.5. The pay scales to be applied at each school will follow those that are adopted by the LA in which the school is located.
- 8.7.6. Teachers without QTS or QTLS will be placed on the pay range for unqualified teachers.
  - 8.7.6.1. In determining the salary range for a post in which the primary purpose is modelling and leading development of teaching skills ('leading practitioners'), an individual post range within the overall pay range for leading practitioners will be determined, having regard to the challenge and demands of the post as well as internal pay relativities.

8.7.7. Additional allowances may be awarded to new appointments where the Headteacher and Trust Senior Executive Team deems this to be appropriate (see [Section 6](#)). Specifically, where market conditions are deemed to be a factor, a recruitment allowance may be awarded if the criteria in [section 11.4](#) have been met.

## 8.8. School Support Staff

- 8.8.1. Support staff shall be appointed on appropriate salary gradings for posts, based on the job description prepared by the Headteacher or other appropriate person and with regard to the remuneration awarded for similar roles within the Trust.
- 8.8.2. The Trust currently determines pay for support staff in accordance with the national rates and conditions agreed by the NJC for Local Government Services ('Green Book') or the LA specific scheme in which the school is located.
- 8.8.3. Where a role covers more than one school location, the pay will be based on the highest scale for the locations covered by the role.
- 8.8.4. For newly appointed support staff, appointments will normally be on the minimum of the pay range. However, the appointment can be made elsewhere within the range where the Headteacher wishes to recognise particular experience and/or qualifications appropriate to the post, the current salary of the appointee where it exceeds the minimum of the range, or any recruitment difficulties. In determining the specific starting salary for a successful applicant, the selection panel will base its decision on the evidence collected through the selection process, including references.
- 8.8.5. Where an employee is re-graded, they will normally be placed on the minimum of the relevant pay range unless other assimilation arrangements have been agreed or are appropriate.

## 8.9. Trust Central Team (Non-Executive)

- 8.9.1. In determining the appropriate salary range for non-executive central team posts the Trust will ensure that an appropriate assessment is undertaken to consider the specific role scope and responsibilities and other relevant factors such as:
  - 8.9.1.1. market forces;
  - 8.9.1.2. recruitment and retention related issues;
  - 8.9.1.3. the context, degree of complexity and challenges of the role;
  - 8.9.1.4. experience and qualifications required.
- 8.9.2. The determination will include a benchmarking exercise to consider comparable roles both within and outside the education sector.
- 8.9.3. The central team salary ranges will be a four-point range of consecutive salary points approved by the decision panel in Table A.
- 8.9.4. To ensure that the salary ranges remain appropriate, the benchmarking exercise referred to above will be reviewed in the event of any significant changes to the job role or relevant contextual factors and, in any event, at least bi-annually.
- 8.9.5. At the time of appointing a new member of the Trust central team, the selection panel shall determine the starting salary within the determined range, taking account of the following factors:
  - 8.9.5.1. the successful candidate's level of qualifications, skills and experience;
  - 8.9.5.2. market conditions;
  - 8.9.5.3. the wider Trust context;

8.9.5.4. the successful candidate's current pay.

8.9.6. The selection panel should ensure that there is room for pay progression advancement on the range and have regard to advice available from specialists engaged by the Trust for this purpose.

## **9. Secondment and Transfers**

### **9.1. Secondments**

9.1.1. Where employees are seconded to another location at the request of the Trust, they will be paid at the higher of the pay scale\* appropriate to the school location of their substantive role or the pay scale\* appropriate to the school location of their seconded role.

9.1.2. On return to their substantive post employees will revert to the pay scale appropriate to their substantive role.

9.1.3. Please note that where the individual brings specific knowledge and skills required for the strategic success of the school, the Trust Senior Executive Team has the discretion to agree that the individual may remain on their current regional pay scale for the period of the secondment.

### **9.2. Transfers**

9.2.1. Where employees transfer to a new substantive post at a school with a different pay scale\*, they will move to the appropriate pay scale\* for their new role.

\*pay scale refers to inner London, outer London, national etc.

## **10. Pay Progression Advancement**

10.1. No pay progression advancement will be awarded to any employee who is subject to formal capabilities procedures.

## 10.2. All Teachers (Including Leadership Roles)

- 10.2.1. All teaching staff, including those on the leadership scale, will be provided with a salary statement to take effect from 1st September and no later than 31st October each year. This statement will contain details of the annual salary plus any allowances or safeguarded sums due to the teacher. Unless are subject to formal capabilities procedure as outlined in Section 10.1 above, staff will receive pay progress advancement until they reach the top of their specified grade.
- 10.2.2. The school senior leadership annual pay reviews will be completed by 31st December.
- 10.2.3. Where circumstances cause a delay to pay reviews, these will be completed as soon as reasonably possible after the deadline, ensuring affected teachers are regularly updated.
- 10.2.4. Reviews may also 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.
- 10.2.5. All teachers can expect to receive regular, constructive feedback on their growth and are subject to the annual Professional Growth Plan review that recognises their strengths, informs plans for their future development, and helps to enhance their professional practice. All teachers are expected to engage fully with this process.
- 10.2.6. The current arrangements for teacher professional growth review are set out in the Trust's Professional Growth Framework which should be read in conjunction with this Pay Policy.

- 10.2.7. To be eligible for pay progression advancement teachers must normally have been in post at the Trust for at least 26 weeks in aggregate during the previous academic year (including periods of absence for Trust closures, sickness or family-related leave).
- 10.2.8. Newly appointed teachers who have not been in post for 26 weeks as of 1st September will not be eligible for pay progression advancement with effect from 1st September in that year unless their offer letter states otherwise.
- 10.2.9. Decisions regarding pay progression advancement will be adjusted where appropriate to consider special circumstances, for example long-term absence resulting from sick leave or maternity leave. A decision on what adjustments may be necessary will be made on a case-by-case basis depending on the exact circumstances.

### 10.3. Basic Pay Determination on Appointment

- 10.3.1. The Trust Senior Executive Team or Trust Board (depending on role) will determine the pay range for a vacancy prior to advertising it. On appointment it will determine the starting salary within that range to be offered to the successful candidate.
- 10.3.2. In making such determinations, the the Trust Senior Executive Team or Trust Board (depending on role) may take into account a range of factors, including:
  - 10.3.2.1. the nature of the post;
  - 10.3.2.2. the level of qualifications, skills and experience required;
  - 10.3.2.3. market conditions;
  - 10.3.2.4. the wider school context).

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

#### 10.4. Determining Automatic Pay Point Advancement (Classroom Teachers)

- 10.4.1. 'Classroom teachers', for the purposes of this paragraph, includes all teachers other than the leadership group.
- 10.4.2. In this Trust all teachers can expect to receive regular, constructive feedback through their Professional Growth Plan which recognises their strengths, informs plans for their future development, and helps to enhance their professional practice.
- 10.4.3. The arrangements for teacher reviews are set out in the Trust's Professional Growth Framework.
- 10.4.4. Following an individual teacher's annual Professional Growth Plan and, subject to the provisions of the published pay policy, teachers should expect to receive pay progression advancement within the maximum of their pay range unless they are subject to capability procedures for poor performance. See [Appendix 4](#).

#### 10.5. Determining pay progression advancement (School Senior Leadership Group)

- 10.5.1. All decisions regarding pay progression advancement for the school senior leadership group will be made with reference to Professional Growth reports and the pay recommendations contained within them.
- 10.5.2. Salary determinations effective from 1st September 2022 shall be made in accordance with the Trust's scheme for determining pay progression advancement for the school senior leadership group, which is contained within [Appendix 5](#), resulting from evidence collected during the previous Professional Growth Framework cycle.

- 10.6. Determining pay progression advancement (Support Staff) and Trust Central Team (non executive)
- 10.6.1. Employees will receive their first increment on either 1st April or 1st September following appointment, subject to at least 6 months employment and annually thereafter until the maximum of the range has been reached.
- 10.6.2. Increments may be withheld when an employee has performed unsatisfactorily. This will take place only within the context of the Trust's disciplinary/capability procedure.
- 10.6.3. Wherever a single point salary grade exists, or the postholder is at the maximum of the range, only cost of living increases will apply, where these are awarded at the discretion of the Trust Senior Executive Team.

## 11. Movement to the Upper Pay Range

### 11.1. Applications and Evidence

- 11.1.1. Any qualified teacher may apply to be paid on the upper pay range and any such application must be assessed in line with this policy. It is the responsibility of the teacher to decide whether they wish to apply to be paid on the upper pay range.
- 11.1.2.
- 11.1.2.1. Eligibility requires full engagement in the Professional Growth review process. Teachers must meet or exceed expectations for their career stage, demonstrate high standards of teaching and learning, and receive a satisfactory final PGR rating in both years.
- 11.1.3. pay progression advancement may be upheld where:
- 11.1.3.1. The teacher is subject to formal capability or disciplinary procedures;

- 11.1.3.2. There is unresolved failure to meet the required professional standards or failure to meet agreed objectives without valid mitigation;
- 11.1.3.3. The teacher has not meaningfully engaged in the Professional Growth review process.
- 11.1.4. If a teacher is simultaneously employed at another school(s), they may submit separate applications if they wish to apply to be paid on the upper pay range in that school or schools. This school will not be bound by any pay decision made by another school.
- 11.1.5. All applications include the results of reviews or appraisals under the 2011 or 2012 regulations, (or, where that information is not applicable or available, a statement and summary of evidence to demonstrate that the applicant has met the assessment criteria).
- 11.1.6. If a teacher is simultaneously employed at another Trust(s), he/she may submit separate applications if he/she wishes to apply to be paid on the upper pay range in that Trust or Trusts. This Trust will not be bound by any pay decision made by another Trust.
- 11.1.7. All applications will include the results of recent Professional Growth reviews, including any recommendation on pay. The evidence should usually cover at least the previous two-year period.
- 11.1.8. Employees who have been absent from work, for example due to maternity leave or extended sickness absence, will be able to use evidence from earlier Professional Growth reviews in support of their application and/or a statement and summary of evidence as outlined below.
- 11.1.9. If information from the Professional Growth review is not applicable or available, a statement and summary of evidence, designed to demonstrate that the applicant has met the assessment criteria, should be presented

instead.

- 11.1.10. Applications should be made by submitting a brief covering letter confirming the request to apply to be paid on the upper pay range, referring to the relevant Professional Growth review reports and any other evidence he/she wishes to have considered.
- 11.1.11. Pay progression advancement to each Upper pay point will be assessed annually against the assessment criteria outlined in Section 10.2.1.

## 11.2. Assessment

- 11.2.1. An application from a qualified teacher will be successful where the Assessment panel, consisting of the Headteacher and two members of the Trust Senior Leadership team is satisfied that:
  - 11.2.1.1. The teacher is highly competent in all elements of the Teachers' Standards; and
  - 11.2.1.2. The teacher's achievements and contribution to the Trust are substantial and sustained.
  - 11.2.1.3. For the purposes of this pay policy:
    - "highly competent in all elements of the Teachers' Standards" means:
      - 11.2.1.3.○.1. that the teacher's practice is secure, well-informed and consistently good or outstanding;
      - 11.2.1.3.○.2. that the teacher can contribute to the professional development of others through coaching and mentoring, demonstrating effective practice, providing advice and feedback.
    - "substantial and sustained" achievements and contribution mean:

- 11.2.1.3.o.1. That the teacher contributes at a strategic level to policy initiatives;
- 11.2.1.3.o.2. That the teacher makes a distinctive contribution to the raising of pupil standards;
- 11.2.1.3.o.3. That the teacher is skilled in collaborating with others and maximises opportunities for staff to work together, sharing responsibility and good practice;
- 11.2.1.3.o.4. That the teacher contributes more broadly to the life of the Trust;
- 11.2.1.3.o.5. That such contribution has been maintained over a period of time; this will usually require the assessor to be assured that the teacher has had at least two consecutive Professional Growth reviews demonstrating the required standard has been met. The initial assessment will be made by the headteacher who will, in assessing against the criteria above, ensure that the contribution of a part time teacher is considered equitably bearing in mind his/her working hours commitment.

- 11.2.2. The headteacher will consult with the teacher's line manager as appropriate when considering the evidence.

### 11.3. Notification and Feedback

- 11.3.1. After completing the assessment, the headteacher will notify the Assessment panel of their recommendation. Once the Assessment panel has determined the final decision, the headteacher will then provide written feedback to the teacher as promptly as possible, but in any event by no later than one month after the deadline for applications in each academic year.

- 11.3.2. Feedback for unsuccessful teachers will have a developmental focus, stating specifically which criteria were met and which were not met, and confirming the right to appeal.
- 11.3.3. Any appeal against a decision not to move the teacher onto the upper pay range will be heard under the Trust's pay appeals procedure (see [Section 13](#)).

#### 11.4. Pay Progression Advancement for Successful Applicants

- 11.4.1. Successful applicants will be moved onto the upper pay range from 1st September following the application. It is the Trust's policy to place teachers who have successfully applied to access the upper pay range on the minimum of the range.

## 12. Allowances and Other Payments (Teaching Staff)

### 12.1. Teaching and Learning Responsibility Payments (TLRs) and Special Education Needs (SEN) Allowances

### 12.2. Overview as per the STPCD

Allowance Type	Purpose
TLR1	Sustained leadership with significant line management responsibility
TLR2	Sustained responsibility not requiring line management
TLR3	Time-limited, project based responsibilities
SEN	For teaching pupils with significant SEN or undertaking wider whole academy SEN responsibilities (as defined in STPCD para 23)

### 12.3. General rules

12.3.1. Teachers may not hold more than one TLR1 or TLR2 concurrently, but may hold a TLR1 and a TLR3, or a TLR2 and a TLR3.

12.3.2. TLR3s must be time-limited, with defined outcomes and review points.

UPS teachers may be awarded a TLR only where the TLR responsibilities are clearly separate from, and in addition to, the core expectations of an experienced classroom teacher on the Upper Pay Range. TLRs must relate to specific leadership or management duties that go beyond the teacher's normal role, such as leading a subject area, managing staff, or developing whole-school initiatives. The Trust will not award a TLR for responsibilities that overlap with the contributions already expected of UPR teachers. This ensures fairness, clarity, and appropriate use of pay frameworks.

#### 12.3.3. TLR1s and TLR2s

12.3.3.1. TLR1s and TLR2s may be awarded to a classroom teacher for undertaking a sustained additional responsibility in the context of the school's staffing structure for the purpose of ensuring the continued delivery of high-quality teaching and learning for which they are made accountable.

- 12.3.3.2. Structure and definition of TLR responsibilities is delegated to the Trust Senior Executive Team and TLRs are awarded where the Headteacher is satisfied that the additional responsibilities are significant and meet the criteria specified in the STPCD.
- 12.3.3.3. For the award of a TLR1, the post-holder must also have line management responsibility for a significant number of people.
- 12.3.3.4. Headteachers will award TLRs within the structure set out by the Trust Senior Executive team.
- 12.3.3.5. The annual value of TLRs for the academic year will be in line with the values published in the STPCD for that year.
- 12.3.3.6. For part-time teachers receiving TLR1 and TLR2 payments the value of these will be pro-rated in line with their part-time contract.
- 12.3.3.7. In setting the values of TLR1s and TLR2s the Trust will have regard to the relative weight of different TLR posts, considering the range of responsibilities entailed, the level of accountability, the number of people for whom the individual has line management responsibilities and any other factors the Trust Senior Executive Team deems to be relevant. Where posts are deemed to be of equal weight, they will be allocated the same value.
- 12.3.3.8. TLRs may not be awarded to leadership group postholders or unqualified teachers.

#### 12.3.4. TLR3s

#### 12.3.5. Allocation Framework

- 12.3.5.1. Use for the time-limited school/Trust improvement projects or

leadership for a defined initiative e.g. curriculum development, digital strategy pilot, mentoring programme. All TLR3s must have:

- Written objectives and timeframe
- Defined review and end date
- Approval from the Trust Senior Executive Team

- 12.3.5.2. Headteachers may award a fixed-term TLR3 to a classroom teacher who has been given a time-limited Trust development project or one-off externally driven responsibilities.
- 12.3.5.3. To award a TLR3, the Headteacher must be satisfied that the significant responsibility is one not required of all classroom teachers, and which is focused on teaching and learning, requires the exercise of a teacher's professional skills and judgement and has an impact on the educational progress of pupils other than the teacher's assigned classes or groups of pupils.
- 12.3.5.4. The annual value of a TLR3 for the academic year will be in line with those published in the STPCD for that year.
- 12.3.5.5. The pro-rata principle does not apply to TLR3s.
- 12.3.5.6. The duration of the fixed term will be established at the outset and payment will be made monthly during this period.
- 12.3.5.7. Pay safeguarding will not apply at the end of the fixed period.
- 12.3.5.8. As for other TLRs, TLR3s may not be awarded to leadership group postholders or unqualified teachers.
- 12.3.5.9. Determination of Payment

<b>Impact Level</b>	<b>Scope</b>	<b>Duration</b>	<b>Suggested Range</b>
Low	Single Year Group	1-2 terms	£675-£1000
Medium	Whole School Phase	2-3 terms	£1001-£2000
High	Cross Hub or Trust-wide	3+terms	£2000-£3344

12.3.6. SEN Allowances

12.3.7. SEN allowances depend on role complexity and pupil need. Most teachers will teach pupils with SEN; this alone does not qualify them for the allowance. To qualify for all or part of a SEN allowance the following criteria must be met:

- Teaching in a designated SEND provision (e.g. specialist unit);
- Role requires significant additional planning, assessment, and support beyond the mainstream expectation;
- Working primarily with pupils who have complex learning difficulties, EHCPs, or severe emotional/mental health needs;
- SENCOs may be eligible where the role includes whole-academy responsibilities, such as EHCP coordination, funding applications, and oversight of provision;
- Compliance with the mandatory qualification requirements as per the Special Educational Needs and Disability (Amendment) Regulations 2024.

#### 12.3.8. National Pay Increases and TLRs

- 12.3.8.1. Where a salary uplift has been recommended by The School Teachers' Review Body (STRB) and accepted by the Secretary of State, this will not be applied to any TLRs that fall between the lower and upper banding of the allowance range.

#### 12.4. Part-time Teachers

- 12.4.1. Teachers employed on an ongoing basis at the school but who work less than a full working week are deemed to be part-time. The Trust will provide a written statement detailing their working time obligations and the standard mechanism used to determine their pay, subject to the provisions of the statutory pay and working time arrangements and by comparison with the school's timetabled teaching week for a full-time teacher in an equivalent post.

#### 12.5. Short Notice / Supply Teachers

- 12.5.1. Teachers employed on a day-to-day or other short notice basis will be paid on a daily basis calculated on the assumption that a full working year consists of 195 days; periods of employment for less than a day being calculated pro-rata.

#### 12.6. Recruitment and Retention Allowances

- 12.6.1. The Trust Senior Executive Team will, in exceptional circumstances, consider the award of a recruitment or retention allowance for posts where the Trust anticipates or encounters recruitment and/or retention difficulties.

- 12.6.2. In determining whether a post will be eligible for a recruitment and retention allowance the Trust Senior Executive Team will consider the following factors:
  - 12.6.2.1. Whether the post has had to be re-advertised due to insufficient quantity and/or quality of applicants;
  - 12.6.2.2. Whether previous recruitment to posts of a similar nature has proven difficult;
  - 12.6.2.3. Whether there has been a high rate of staff turnover;
  - 12.6.2.4. Any other relevant circumstance that the Trust Senior Executive Team believes is having a detrimental impact on the recruitment and retention of staff.
- 12.6.3. Where such an incentive or benefit is awarded the Trust Senior Executive Team will determine:
  - 12.6.3.1. Whether the award is for recruitment or retention;
  - 12.6.3.2. The nature of the award (e.g., cash sums, travel, housing costs, etc.) and its value;
  - 12.6.3.3. When/how it will be paid\*;
  - 12.6.3.4. The start date and expected duration of the award (unless it is a one-off award);
  - 12.6.3.5. The review date after which the award may be withdrawn;
  - 12.6.3.6. The basis for any uplift that may be applied.

\*Allowances may be paid monthly, paid wholly or in part as a lump sum subject to satisfactory completion of service in the previous year, or paid by a combination of the two methods.)

- 12.6.4. Recruitment and retention allowances cannot be paid to the senior leadership group except where they relate to a reimbursement of reasonably incurred housing or relocation costs. Any other recruitment and retention considerations will be considered when determining the leadership pay range.
- 12.6.5. The Trust Senior Executive Team will conduct regular formal reviews of all recruitment and retention awards and will withdraw awards where the circumstances no longer justify their continued payment.

## 12.7. Special Educational Needs Allowances

- 12.7.1. A SEN allowance will be paid to a teacher at a rate in line with the STPCD for that year.
- 12.7.2. When deciding on the amount of the allowance to be paid, the Trust Board will delegate responsibility to the Trust Senior Executive Team who will consider the structure of the school's SEN provision, whether any mandatory qualifications are required for the post, the qualifications or expertise of the teacher relevant to the post; and the relative demands of the post.
- 12.7.3. The Trust may consider whether there is a requirement to establish differential values in relation to SEN roles in the school in order to reflect significant differences in the nature and challenge of the work entailed so that the different payment levels can be objectively justified.

## 12.8. Additional Payments

- 12.8.1. The Trust Senior Executive Team will may make such payments as it sees fit to a teacher in respect of:
  - 12.8.1.1. participation in out-of-Trust hours learning activity agreed between the teacher and the headteacher;

- 12.8.1.2. additional responsibilities and activities due to, or in respect of, the provision of services relating to the raising of educational standards to one or more additional Trusts.

## 12.9. Allowances for Unqualified Teachers

- 12.9.1. Unqualified teachers are not permitted to hold TLR or SEN allowances.
- 12.9.2. The Trust Senior Executive Team may, however, exercise its discretion to determine that an additional allowance is payable to an unqualified teacher if they consider that the teacher has:
  - 12.9.2.1. a sustained additional responsibility which is focused on teaching and learning and requires the exercise of a teacher's professional skills and judgement, or
  - 12.9.2.2. qualifications or experience which bring added value to the role being undertaken.

## 12.10. Allowances and Other Payments (Support Staff)

- 12.10.1. The Trust Senior Executive Team reserves the right to approve payment of honoraria or apply allowances to support staff in recognition of work that goes beyond that normally expected of the post holder. Where these apply, the rationale will be formally outlined in writing.
- 12.10.2. Where a member of staff agrees to cover and satisfactorily undertakes the full range of duties of a higher graded post, for a period of 4 weeks or more the Trust Senior Executive Team will pay that member of staff on the appropriate point on the higher scale (normally the minimum) for the period of acting up.
- 12.10.3. Where a member of staff is covering some, but not all of the duties of the higher graded post, the Trust Senior Executive Team may consider an honorarium payment, calculated on the difference in salary between

the substantive and higher graded post and taking account of the proportion of higher graded work undertaken. In exceptional circumstances the Trust Senior Executive Team may wish to recognise this additional work through the award of an additional increment within the pay range point.

- 12.10.4. Where a member of staff is required to meet a short term excessive workload, to undertake essential tasks within a defined timescale, the Headteacher may give prior approval to the member of staff to work additional hours at her/his normal hourly rate or to be paid at agreed overtime rates where the weekly hours worked exceed the standard hours for a relevant full time member of support staff.

### **13. Calculations for Additional Payments and Deductions**

- 13.1. For contractual deductions to pay or overtime, or calculation of maternity pay, a teacher's day pay will be based on dividing the annual salary by 195.
- 13.2. Overtime rates for support staff will be determined by the duties allocated.
- 13.3. To determine the daily rate of pay for term-time support staff, the annual salary is divided by the total number of working days.
- 13.4. KIT day pays for all staff will be calculated based on their normal contractual pay rate. This means staff will receive the same hourly rate for KIT days as they would for regular working days.

### **14. Pay Appeals**

- 14.1. In the event of an employee seeking reconsideration of a pay decision he or she should first seek to resolve the matter informally through discussion with the decision-maker (as per Table B) within 10 working days of the notification of the decision.
- 14.2. Where this is not possible, or the matter is still unresolved, the teacher may put his/her concerns in writing to the Appeal Panel (as per Table A) within 10

working days of the original decision, or the outcome of the informal discussion.

- 14.3. The Appeal Panel should convene a hearing within 10 working days to consider the employee's concerns and afford the opportunity for him/her to make representations in person, accompanied by a trade union representative or work colleague if desired.
- 14.4. The employee should be informed, in writing, of the outcome of the meeting within 5 working days and notified of the right of appeal, where applicable.
- 14.5. The decision of the Appeal Panel is final and binding.
- 14.6. The following list, which is not exhaustive, includes the usual reasons for seeking a review of a pay determination.

That the person or committee by whom the decision was made:

- 14.6.1. Incorrectly applied a provision of the STPCD (teaching staff only);
  - 14.6.2. Incorrectly applied a provision of this policy;
  - 14.6.3. Failed to have proper regard to statutory guidance;
  - 14.6.4. Failed to take proper account of relevant evidence;
  - 14.6.5. Took account of irrelevant or inaccurate evidence;
  - 14.6.6. Was biased;
  - 14.6.7. Otherwise unlawfully discriminated against the member of staff.
- 14.7. The appellant also has the right to see all relevant papers and to be accompanied by a trade union representative or a work colleague.
  - 14.8. If the appellant wishes to submit any written evidence as part of his/her appeal, then he/she must do so at least 5 working days prior to the appeal

hearing.

- 14.9. An agenda for hearing a pay appeal is included as [Appendix 6](#) to this policy.
- 14.10. The decision of the appeal committee should be notified in writing to the teacher within 10 working days of the appeal hearing.
- 14.11. If the appeal is rejected, then the appeal committee should explain the reasons for their decision.
- 14.12. This procedure fulfils the function of the grievance procedure and therefore pay decisions cannot be reopened under the general grievance procedure.

## **15. Data Protection**

- 15.1. The Trust has in place arrangements with its payroll provider to ensure that it takes appropriate measures to process employees' personal data safely and securely.

## **16. Status of Policy and Review**

- 16.1. This policy will be reviewed annually.

## APPENDIX 1 - TRUST EDUCATION LEADERS AND TRUST EXECUTIVE TEAM PAY RANGES

The pay for the Trust Education Leads, Trust School Improvement Lead and Trust Operations Lead are assimilated on to four points of the Leadership Pay Scale as follows:

<b>Trust Education Leader and Trust Executive Team</b>		
<b>Trust School Improvement Lead and Trust Operations Lead</b>	27	31
<b>Trust Education Leaders</b>	38	41

## APPENDIX 2 - SCHOOL LEADERSHIP PAY RANGES

<b>School Leadership Pay Ranges</b>						
<b>Group</b>	<b>HT range</b>		<b>DHT range</b>		<b>AHT range</b>	
<b>Group 2</b>	16	21	6	11	1	6
<b>Group 3</b>	19	24	9	14	4	9
<b>Group 4</b>	22	27	12	17	5	10
<b>Group 5</b>	26	31	16	21	7	12

### NOTES:

Executive Headteacher = HT range appropriate to the combined size of the schools under their leadership plus up to maximum of 20% allowance for multi-school responsibilities.

Headteacher = 6-point range ending at the maximum point recommended for the school group size under STPCD

Deputy Headteacher = 6-point range with max = 5 points below the bottom of the Headteacher range for the school

AHT = 6-point range with max = min of DHT for group 1-3 schools, 2 points below for group 4 and 4 points below for group 5

### APPENDIX 3 - CENTRAL TEAM EXECUTIVE LEADERSHIP PAY RANGES

Effective September 2023, the pay for the Central Team Executive Leaders are assimilated on to four points of the Leadership Pay Scale, denoted by the letter E, as follows:

Central Team Executive Leaders Pay Ranges	
11	14
13	16
15	18

### APPENDIX 4 - PAY PROGRESSION ADVANCEMENT FOR CLASSROOM TEACHERS

This appendix explains how pay progression advancement will be determined for classroom teachers.

#### Pay Structure

The Trust recognises the minimum and maximum of the established pay ranges as outlined in the School Teachers' Pay and Conditions Document (STPCD).

For the purposes of determining pay progression advancement, the Trust will adopt the advisory pay points on the main pay range and upper pay range published in the STPCD for the relevant year.

Teachers currently on the main or upper pay range will be assimilated onto these pay points after pay progression advancement has been determined based on the pay policy appropriate to the assessment year. The Trust uses reference points within the minimum and maximum for the other pay ranges, as outlined in the tables below.

The actual pay ranges will be published to all staff when the STPCD for the relevant year has been published.

### **Professional Growth Plans and Outcomes**

As outlined in [section 9.2](#), all teachers can expect to receive a review under the Professional Growth review process and a written report including an assessment of their professional growth. The details of how the scheme will operate, including the evidence which will be used to assess professional growth, are contained within the Trust's Professional Growth Framework. The report will include an overall assessment of professional growth for the purposes of determining automatic pay point advancement.

These growth ratings are subject to moderation in accordance with the arrangements outlined in the Professional Growth Framework.

### **Pay Recommendations**

Final decisions about whether to accept a pay recommendation will be made by the Trust Senior Executive Team, having regard to the Professional Growth Framework review and considering advice from the school senior leadership team. No pay recommendation should be considered final until it has been ratified by the Trust Senior Executive Team.

### **Review**

The Trust Senior Executive Team will review the operation of this scheme on an annual basis and reserves the right to change the scheme at any time, subject to prior consultation. Teachers will be notified of any changes which may affect their future pay progression advancement. The Trust Senior Executive Team will consider its approach in the light of the Trust's budget and ensure that appropriate funding is allocated for pay progression advancement at all levels.

## **APPENDIX 5 - PAY PROGRESSION ADVANCEMENT FOR TRUST LEADERSHIP GROUP AND SCHOOL SENIOR LEADERSHIP GROUP**

This appendix explains how pay progression advancement will be determined for members of the leadership group.

### **Pay Structure**

For school staff the Headteacher and Trust Education Leader will consider annually whether to increase the salary of members of staff on the leadership pay scale, who have completed a year of employment since the previous determination. Pay decisions will be attributable to the professional growth of the individual.

### **Professional Growth Reports**

All members of staff on the leadership pay scale can expect to receive an annual Professional Growth review and a written report including an assessment. The details of how the scheme will operate, including the evidence which will be used to assess growth, are contained within the Trust's Professional Growth Framework. The report will include an overall growth rating for the purposes of determining pay progression advancement.

These growth ratings are subject to moderation in accordance with the arrangements outlined in the Professional Growth Framework.

All pay awards are subject to available headroom within each individual's defined pay range.

### **Pay Recommendations**

Final decisions about whether to accept a pay recommendation will be made by the relevant decision-maker in accordance with [Table A](#), having regard to the Professional Growth review report. No pay recommendation should be considered final until it has been ratified by the relevant decision maker.

### **Review**

The Trust Senior Executive Team will review the operation of this scheme on an annual basis and reserves the right to change the scheme at any time, subject to prior consultation. Teachers, including members of the leadership group, will be notified of any changes which may affect their future pay progression advancement. The Trust Senior Executive Team will consider its approach in the light of the Trust's budget and ensure that appropriate funding is allocated for pay progression advancement at all levels.

## **APPENDIX 6 - AGENDA FOR PAY APPEAL HEARING**

1. Introduction of all those present.
2. The appellant and/or his representative to present his/her reasons for appeal with any supporting evidence and calling witnesses\* if applicable
3. The representative of the decision-maker ([Table A](#)) to ask questions of the appellant and witnesses\* if applicable.
4. The Appeal panel to ask questions of the appellant and witnesses\* if applicable.
5. The representative of the decision-maker ([Table A](#)) to respond to the appellant's appeal and calling witnesses\* if applicable.
6. The appellant and/or his/her representative to ask questions of the representative of the decisionmaker (Table A).
7. The Appeals Committee to ask questions of the representative of the decision maker (Table A).
8. The appellant and/or his/her representative to summarise.
9. The representative of the decision-maker ([Table A](#)) to summarise.
10. Hearing to be adjourned whilst all parties, except the Appeals Panel, their adviser and the Clerk, leave the room.
11. The parties will be recalled and if the Appeals Panel has reached a decision this will be confirmed.

\*Witnesses will usually be called one at a time and will be questioned by the panel.