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TEACHERS' PAY POLICY

VERSION 5.0

Status	Statutory
Responsible Board/Committee/Individual	Board of Trustees
Author	CEO (with support from Advanced HR)
Target Audience	Teaching Staff
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Policy for Determining Teachers' Pay

Introduction

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 School Teachers' Pay and Conditions Document (STPCD), a copy of this policy will be sent to all staff and a copy of all relevant documents on pay and conditions will be made available to staff employed by the Brighter Futures Learning Partnership Trust (The Trust).

In adopting this Pay Policy the aim is to:

Ensure that decisions are evidence-based in every case
 Assure the quality of teaching and learning across the Trust is of the highest quality
 Ensure that staff progression and reward is evident throughout the Trust
 Develop, recruit and retain highly motivated and highly performing teachers
 Support recruitment and retention and reward teachers appropriately
 Ensure accountability, transparency, objectivity and equality of opportunity.

Pay decisions in this Trust are made by **the Trust Board** which has delegated certain responsibilities to the CEO, Headteachers/Principal and Local Governing Boards as set out in the Trust Scheme of Delegation. The **Remuneration Committee** shall be responsible for the establishment and review of the pay policy, subject to the approval of the Academy Trust Board, and shall have full authority to take pay decisions on behalf of the Academy Trust Board in accordance with this policy.

The CEO's pay will be reviewed annually. The Board of Trustees may review the CEO's salary scale at any time during the year if there is a significant increase in the depth and breadth of the role. The Board of Trustees has appointed two members of the Board to carry out the performance review of the CEO with a qualified external adviser. When setting the CEO's pay scale, the Board will take into account the pay differentials within the organisation and the gap between that of school Headteachers/Principals as well as that of the average teacher salary. The Board will ensure that the rationale behind any pay decisions reflect the challenge of the role, including the financial and educational performance of the Trust.

The CEO will make recommendations for Headteachers/Principal pay in consultation with the Local Governing Body. The Headteachers/Principal in consultation with their Local Governing Body will make evidence-based pay recommendations to the CEO who will moderate all decisions. **The Trust Board will review all pay recommendations and are responsible for all pay decisions.**

Pay Reviews

The Trust Board will ensure that each teacher's salary is reviewed annually with effect from 1 September and that each teacher is notified of the outcome by no later than 30 November each year, and that all teachers are given a written statement setting out their salary and any other financial benefits to which they are entitled.

Reviews may take place at other times of the year to reflect any changes in circumstances or job description that lead to a change in the basis for calculating an individual's pay. A written statement will be given after any review and where applicable will give information about the basis on which it was made.

Where a pay determination leads or may lead to the start of a period of safeguarding, employees will be given the required notification as soon as possible and no later than one month after the date of the determination.

Roles and Responsibilities

The **Board of Trustees** is responsible for ensuring that the Trust adheres to the principles of public life established by the Nolan Committee (objectivity, openness and accountability), alongside legal and statutory requirements. The Board of Trustees will also ensure that pay decisions and reviews follow the correct processes (e.g. local pay frameworks and associated documentation, policies and procedures) and that due regard is given to national frameworks. The Trust Board will ensure that the criteria and payment of additional responsibility awards are consistent across the Trust and that all staffing structures are affordable and within budget.

Any Trustee with a direct or indirect pecuniary interest will be asked to withdraw when pay and/or performance appraisals are being discussed (unless the Board of Trustees determines otherwise) and must not, in any case, participate in such discussions or vote on any such issue.

The **CEO, and Headteachers/Principal** will ensure that appointments and pay decisions sit within their delegated powers and adhere to Trust policies and procedures. Pay decisions and progression based on performance at each school/UTC will be made by the Headteacher/Principal in consultation with the CEO. Each pay decision must be supported by evidence of a successful performance management/appraisal. The Multi-Academy Trust (MAT Remuneration Committee) – Please see Appendix 1 will hold oversight of pay for each school and shall review and advise the Board on pay policy and annual progression. (Refer to the Trust Scheme of Delegation)

The Trust will take into consideration any recommendations made to schools by the School Teachers' Review Body. Recommendations of National uplifts to Teachers Pay will, however, only be awarded if they are affordable. Reserves will only be used in exceptional circumstances to support pay decisions – please refer to the BFLPT Reserves Policy.

All pay decisions must follow the following principles:

Each school will work with the CEO to determine the necessity and viability of its own staffing structure in relation to teaching, leadership roles, lead practitioners and TLRs. These will be determined in line with requirements across the Trust and in line with budgets available. Leadership and Teaching roles across the Trust will be developed with support from the CEO working in consultation with Headteachers/Principal.

The **Local Governing Body** in each school will be asked to **review** the performance of related pay decisions for teaching staff within their respective schools prior to pay decisions being **approved** by the Trust Board. Each school/UTC has a Governor (usually the Chair), who oversees this process with the Headteacher/Principal.

The **CEO with support from HR** is responsible for overseeing the development, review, implementation, communication, monitoring and evaluation of this policy and associated policies and procedures and will report to the Board of Trustees as required. **The CEO and Headteachers/Principal** must ensure that the Pay Policy is implemented fairly and consistently.

The **CEO** will attend the Trust Remuneration Committee meetings, but they must withdraw when his/her own pay is being considered or discussed. The CEO is responsible for advising the Trust on all matters related to the implementation of this policy.

The **CEO with Headteachers/Principal and the CFO** will monitor pay across the organisation and will report to the Board of Trustees on an annual basis, completing national pay reports as required.

The **CFO, Business/Finance/HR Managers** are responsible for distributing the annual salary statements normally by 30 November annually.

Managers must ensure that they adhere to the policies and procedures of the Trust and the associated pay and performance frameworks.

Staff are expected to familiarise themselves with the Trust's policies and procedures and they must engage in the relevant Appraisal process.

Equality and Diversity

The Trust is committed to the principles of equality. All pay related decisions will be determined fairly and consistently and will be free from bias and discrimination. These decisions will be made in compliance with the Race Relations, Sex Discrimination, Equal Pay, Disability Discriminations Acts, Employment Relations Acts of 1996, 1999 and 2002, as well as the Part-Time Workers' Regulations and Fixed Term Employees' Regulations. Procedures for determining pay will be consistent with the principles of public life- objectivity, openness and accountability.

Basic Pay Determination on Appointment

The Headteacher/Principal in conjunction with the CEO will determine the pay range for a vacancy prior to advertising it. The Trust Board will continue to use the main pay scale and the upper pay scale as reference points only for pay.

The Trust Board undertakes that it will not restrict the pay range advertised for, other than for the minimum of the pay scale.

On appointment the starting salary will be determined by taking a range of factors into account, including:

- *The nature of the post*
- *The level of qualifications, skills and experience required*
- *Market conditions*
- *The needs of the school*
- *The school staffing profile*
- *The School Improvement Plan*

Where a candidate is on the main pay scale offer, the Trust will at least match their existing salary. Where a candidate is on the Upper pay scale the school will make an offer to the individual based on their performance and information from the interview process.

Where a candidate has had three or more consecutive years away from the profession of teaching the Trust will offer a salary based on the knowledge, skills and performance at interview.

Any starting salary above the candidate's existing salary must be discussed and agreed with the CEO, prior to appointment.

Classroom Teacher Posts

The Trust Board has established that it will continue to use the main pay scale and the upper pay scale as reference points only for pay.

The Trust Board undertakes that it will not restrict the pay range advertised for or starting salary and pay progression prospects available for classroom teacher posts, other than the minimum of the Main Pay Range and the maximum of the Upper Pay Range. In this Trust there are 11 points on the Main Pay Scale – M1, M1a, M2, M2a, M3, M3a, M4, M4a, M5, M5a, M6 - and 5 points on the Upper Pay Range –UPS1, 2, 3, 4 and 5. Please see Appendix 2.

Leading Practitioner Teacher Posts

In the event of appointing a leading practitioner pay a salary within the minimum and maximum in line with the STPCD

Such posts may be established for teachers whose primary purpose is the modelling and leading improvement of teaching skills, where those duties fall outside the criteria for the TLR payment structure.

When determining the pay scales for such posts, the Headteacher/Principal with support from the CEO will do this by reference to the weight of the responsibilities of the post and bearing in mind the need to ensure pay equality where posts are equally onerous and fair pay relativities between posts of differing levels of responsibility.

Any new Leading Practitioner Teacher will start at the bottom point of the pay range.

The Trust will establish such posts from 1 September 2013 for all teachers previously employed in the school as Advanced Skills Teachers or Excellent Teachers and will pay them at a scale point in line with the salary range for advanced skills teachers.

Unqualified Teachers

Trust Board has established the following pay scale for unqualified teachers employed in classroom teacher posts - Please see Appendix 2.

Leadership Teacher Posts (Executive Headteachers/Principals, Headteachers/Principals, Deputy, Assistant Headteachers/Principals, Subject Directors, Extended Leadership Posts)

The pay ranges for Executive Headteachers/Principals, Headteachers/Principals, Deputy Headteachers/Principals, Assistant Headteachers/Principals, Subject Directors, Extended Leaders will be determined in accordance with the criteria specified in the STPCD and ensuring fair pay relativities. The determination of leadership group pay introduced in 2014 will be applied to individuals appointed to a leadership post on or after 1 September 2014, or whose responsibilities have significantly changed on or after that date.

Determination of temporary payments to the Executive Headteacher/Principals, Headteacher/Principal will be determined by the Trust Board for clearly temporary responsibilities or duties that are in addition to the post for which their salary has been determined. The total sum of the temporary payments made to a Headteacher/Principal in accordance with the STPCD in any school year must not exceed 25% of the annual salary which is otherwise payable to the Headteacher/Principal and the total sum of salary and other payments made to a

Headteacher/Principal must not exceed 25% above the maximum of the Headteacher/Principal group.

The Trust will normally appoint new leadership teachers at the bottom point of the relevant pay range, however, the CEO in consultation with the Headteacher/Principal can use his/her discretion to appoint based on the process set out - Please see Appendix 3.

The Trust will pay teachers as Deputy or Assistant Headteachers/Principals only where the Trust is satisfied that, in the context of the teacher's duties, the role includes a significant responsibility that is not required of all classroom teachers or TLR holders, and that the role –

- is focused on teaching and learning;
- requires the exercise of a teacher's professional skills and judgement;
- requires the teacher to lead and manage the school/UTC through:
 - development of teaching and learning priorities across the school/UTC;
 - accountability for the standards of achievement and behaviour of pupils/students across the school/UTC;
 - accountability for the planning and deployment of the school's/UTC's resources;
 - leading policy development and implementation across the school/UTC in accordance with statutory provisions;
 - managing whole school/UTC operational activity;
 - working with external bodies and agencies; and
 - securing pupils'/students' access to their educational entitlements;
- has an impact on the educational progress of the school's/UTC's pupils/students;
- involves leading, developing and enhancing the teaching practice of the school's/UTC's staff; and
- includes line management responsibility for a significant number of people and/or the line management of other line managers.
- In the case of a Deputy Headteacher/Principal post, the Trust must also be satisfied that this significant responsibility features a job weight which exceeds that expected of an Assistant Head teacher/Principal employed in the same school, including responsibility for discharging in full the responsibilities of the Headteacher/Principal in the absence of the Headteacher/Principal.

Pay Progression Based on Performance

The arrangements for teacher appraisal are set out in the Trust's appraisal policy.

Decisions regarding pay progression will be made with reference to the teachers' performance management/appraisal reports and the criteria as determined by the school/UTC and set out – Please see Appendix 4. In the case of NQTs, pay decisions will be made by means of the statutory induction process. It will be possible for a 'no progression' determination to be made without recourse to the capability procedure.

The Trust is committed to ensuring that decisions relating to pay will be fair and transparent, assessments of performance will be properly rooted in evidence. Fairness will be assured by annual monitoring of the application of the pay policy and pay decisions

A range of evidence will be used including and giving priority to performance management /appraisal process.

Where teachers have joined the school part way through a performance management/appraisal cycle, the Trust will, where necessary, seek evidence from the previous school to assist pay decisions and will seek evidence from the teachers themselves.

Employees who are on maternity leave at any point during the annual cycle of appraisal and pay decisions will be contacted and asked if they wish to attend their performance review meeting (using keeping in touch days). The trust acknowledges that all employees have the right to attend their performance review meeting, where those staff on maternity leave do not wish to attend, the process of setting objectives under the appraisal process will take place upon the return to work. Employees on maternity leave will be assessed for performance related pay by using a range of evidence from the previous cycle and the return to work period in line with the criteria determined by the school/UTC. All employees on maternity leave must have their performance assessed and be included in any pay recommendations.

Teachers' performance management/appraisal reports will contain pay recommendations. Final decisions about whether or not, to accept a pay recommendation, will be made by the Headteacher/Principal based on the evidence provided, having regard to the performance management/appraisal report and the criteria as outlined in the pay policy, taking into account advice from the senior leadership team. **All decisions will be moderated by the CEO and discussed with the Chair of the Local Governing Body before final recommendations are made to the Trust Remuneration Committee.**

The Trust will work with each school's/UTC's Local Governing Body to ensure that appropriate funding is allocated for pay progression for all eligible teachers.

All teachers can expect progression to the top of their pay range as a result of successfully meeting the criteria for progression as defined in this policy. The Trust promotes and encourages outstanding performance in its teachers, therefore, teachers who can demonstrate consistent and sustained outstanding performance will have access to accelerated progression as set out – Please see Appendix 4.

The Trust will make pay decisions according to the criteria for progression set out - Please see Appendix 4. Annual performance related pay awards will be backdated to the 1st September in the current academic year.

Teachers in this Trust are strongly encouraged to maintain their own evidence file of CPD.

Leadership teachers (Headteachers/Principals, Deputy, Assistant Headteachers/Principals, Subject Directors and Extended Leadership)

The Headteacher/Principal, Deputy Headteacher(s)/Principals and Assistant Headteacher(s)/Principals, Subject Directors/Extended Leadership will be awarded additional scale points in accordance with the provisions of the STPCD i.e. they must demonstrate sustained high quality of performance in respect of school leadership and management and pupil progress. Pay decision will be clearly attributable to the performance of the individual. Please see Appendix for setting Leadership Pay).

Movement to the Upper Pay Range (Expert Teacher)

Applications and Evidence

Any qualified teacher may apply to be paid on the Upper Pay Range and any such application must be assessed in line with this policy. **It is the responsibility of the teacher to decide, whether or not, they wish to apply to be paid on the Upper Pay Range.**

Applications may be made once a year. Where teachers wish to be assessed, they should notify their appraiser and Headteacher/Principal in writing using the application form – Please see Appendix 5. The appraiser will discuss the evidence at the performance management/appraisal planning meeting. The teacher's application will be appended to their performance management/appraisal planning statement. This submission must be at the start of the academic year, this is so that the Head teacher can work with the teacher to provide the experience and allow them to gather the evidence. At the end of the academic year the Headteacher will take the application and the evidence provided by the teacher to the pay committee. See Appendix 3 for the criteria for UPS and the timescale for submission.

If a teacher is simultaneously employed at another school(s)/UTC outside of the Trust, they may submit separate applications if they wish to apply to be paid on the Upper Pay Range in that school or schools. This Trust will not be bound by any pay decisions made by another school.

If a teacher works across more than one school in the Trust, the Headteachers/Principals will ensure that the teacher will only need to submit one application. This will be agreed at the beginning of each school year.

The appraisal timescale is set out in Appendix 6.

The Assessment

An application from a qualified teacher will be successful where the Trust is satisfied that:

- (a) the teacher 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.

In this Trust highly competent means:

- Performance is not only good but it is also good enough to provide coaching and mentoring to other teachers including leading staff meetings/developing and writing policies, etc.
- Giving other teachers advice and demonstrating effective teaching practice impacting on raising standards and pupil/student outcomes
- Makes a clear, wider contribution to the work of the school in addition to their high-quality work in the classroom

Substantial means:

- Consistently plays a critical role in the life of the school and in the Trust
- Provides a role model for teaching and learning and in their personal and professional responsibilities
- Makes distinctive contribution to the raising of pupil/student standards
- Takes advantage of appropriate opportunities for professional development, including evidence-based practice and use the outcomes effectively to improve pupils'/students' learning

Sustained means:

- High level performance sustained over at least 2 school years (the most recent)

In making its decision, the Trust will have regard to the two most recent performance management/appraisal reviews and additional evidence to demonstrate the above criteria. Reviews will be deemed to be successful if the teacher demonstrates that they meet all of the above criteria and can demonstrate performance that is **highly competent, substantial and sustained**.

Processes and Procedures

The assessment will be made **in line with the timescales of the Trust Remuneration Committee**. If successful, applicants will move to the Upper Pay Range from the previous 1 September and will be placed on point 1 of that pay scale. If unsuccessful, feedback will be provided by the Headteacher/Principal as soon as possible and at least within 5 working days of the decision; and will cover the reasons for the decision and the appeals arrangements available to the teacher. Any appeal against a decision not to move the teacher to the Upper Pay Range will be heard under the Trust's appeals arrangements.

Part-time Teachers

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 give them a written statement detailing their working time obligations and the standard mechanism used to determine their pay, subject to the provisions of the statutory pay and working time arrangements and by comparison with the school's timetabled teaching week for a full-time teacher in an equivalent post. Any additional hours worked by agreement from time to time will be paid at the same rate.

Short Notice/Supply Teachers

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

Teachers who are employed to teach for the full student/pupil day will be paid at a daily rate of 1/195th of the annual pay they would receive if engaged on a regular contract. Teachers who work less than a full day will be hourly paid and will also have their salary calculated as an annual amount which will then be divided by 195 then divided again by the proportion of the full pupil day which they teach to arrive at the hourly rate.

Pay Increases Arising from Changes to the STPCD

The Trust is committed to awarding the pay uplift resulting from national pay awards (as outlined in the STPCD) to all existing pay points and allowances for all teachers where indicated. Where the STPCD states that the Trust must determine how to apply uplifts, the Trust's Remuneration Committee will make the decision taking account of recommendations, the guidance in the STPCD, and availability of funding.

Discretionary Allowances and Payments

Teaching and Learning Responsibility Payments (TLRs)

The Trust, where appropriate, pays TLR 1 and 2 payments to teachers in line with the STPCD as updated

The criteria for the award of TLR 1 and 2 payments are as follows:

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

- a. it 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/student development across the curriculum;

- d. has an impact on the educational progress of pupils/students other than the teacher's assigned classes or groups of pupils/students; and
- e. involves leading, developing and enhancing the teaching practice of other staff.

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

The Trust may award a fixed term third TLR (TLR3) to a classroom teacher for clearly time-limited school improvements projects, or one off externally driven responsibilities. The annual value of a TLR3 will be no less and no greater than specified in the STPCD. The duration of the fixed term must be established at the outset and payment should be made on a monthly basis for the duration of the fixed term. Where a TLR3 is awarded to a part-time teacher it will be paid pro rata basis.

Please see Appendix 2.

Special educational needs (SEND) allowances

The Trust will award SEND allowances in accordance with the criteria and provisions set out in the STPCD.

The value of SEND allowances will be no less and no more than the amounts set out in the STPCD.

Acting allowances

Where any teacher is required to act as Headteacher/Principal, Deputy Headteacher/Principal or Assistant Headteacher/Principal or any other defined leadership post for a period in excess of four weeks, s/he will receive an additional allowance in order that the total pay received is equal to that of the substantive post holder.

Payments will be backdated to the day on which the teacher assumed those duties. No pressure, direct or indirect, will be placed on teachers to act up where such acting up is voluntary on their part.

Other Payments

Continuing professional development; Initial teacher training activities; and Out-of-school learning activities outside of directed time

The Trust may make additional payments to teachers (including the Headteacher/Principal) who agree to undertake such activities. Additional payments will be calculated at a daily or hourly rate with reference to each teacher's actual pay spine position or, where appropriate and following consideration by the Remuneration Committee, at a higher level reflecting the responsibility and size of commitment. Payment will only be considered where the activities involve a substantial and on-going commitment and, in particular, where this involved working with pupils/students or others at weekends or **extended periods** during school holidays. Payment will not be paid for leading or taking school trips.

Recruitment and retention incentives and benefits

Where the Trust wishes to make recruitment and retention payments to teachers, the level, duration and criteria for such payments will be set out clearly in the documents associated with the decision made by the relevant committee. The CEO will be consulted on all occasions before making any offer. Such payments will be determined by the availability of budget and reviewed annually.

Headteachers/Principals, Deputy Headteachers/Principals and Assistant Headteachers/Principals, Senior Leaders may not be awarded payments relating to recruitment or retention incentives, other than as reimbursement of reasonable incurred housing or relocation costs. All other recruitment and retention considerations in relation to a Headteacher/Principal, Deputy Headteacher/Principal or Assistant Headteacher/Principal, Senior Leader including non-monetary benefits must be taken into account when determining the pay range.

Safeguarding

The Trust will operate salary safeguarding arrangements in line with the provisions of the STPCD.

Appeals

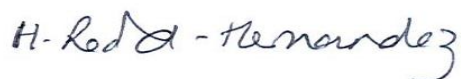
The arrangements for considering appeals on pay determination are set out in Appendix 7.

Monitoring the Impact of this Policy

The Brighter Futures Learning Partnership Trust Remuneration Committee will monitor the outcomes and impact of this policy on an annual basis, reporting all pay decisions into the Trust Board.

Teachers' Pay Policy Agreed: May 2022

Signed CEO of BFLPT – Helen-Redford-Hernandez:



Date: May 2022

Signed – Chair of BFLPT – Marcus Isman-Egal:



Date: May 2022

Teachers' Pay Policy to be reviewed: October 2022

Revised: September 2020 (Version 1)
 December 2020 (Version 2)
 September 2021 (Version 3)
 October 2021 (Version 4)
 May 2022 (Version 5)

APPENDIX 1**REMIT FOR THE REMUNERATION COMMITTEE OF THE BRIGHTER FUTURES LEARNING PARTNERSHIP TRUST**

The Remuneration Committee will comprise of at least three Trustees appointed by the Board. The CEO is part of this committee but will leave the meeting at any time when his/her pay is being discussed.

Establishment of the policy

The Remuneration Committee is responsible for:

establishing the policy, in consultation with the CEO, HR Consultants, Local Governing Boards, Headteachers/Principals, and staff, submitting it to the Trust Board for approval.

recruiting, appointing and setting the remuneration of the CEO and Executive Team of the Trust

holding oversight of the pay and terms and conditions of service of all employees in the Trust

reviewing and recommending to the Board any significant changes to staffing structure within the Trust, Academies and UTC

approving the pay for all employees based on the recommendations from the CEO, CFO, Headteachers/Principals.

setting of the remuneration for the Executive Team based on performance and benchmarked against other similar Trusts in the sector

approving the business plan for any significant restructures that are likely to involve redundancies either voluntary or statutory and associated costs based on the recommendations of the CEO, CFO, Local Governing Board as per the Scheme of Delegation.

The **Trust Board** is responsible for:

- Formal approval of the policy and for all decisions made by the Remuneration Committee.

Monitoring and review of the policy

The Remuneration Committee is responsible for:

- reviewing the policy annually and submitting it to the Academy Trust Board for approval.

The Academy Trust Board is responsible for:

- considering an annual report, including statistical information, on decisions taken in accordance with the terms of the policy;

Application of the policy

The CEO is responsible for:

- ensuring that pay recommendations for the Headteachers/Principals, Deputy and Assistant Head teachers/Principals, leadership team, classroom teachers and support staff are made and submitted to the Remuneration Committee in accordance with the terms of the policy;

- advising the Remuneration Committee on its decisions ensuring all pay recommendations are evidence-based; and
- ensuring that staff are informed of the outcome of decisions of the Remuneration Committee and of the right of appeal.

The Appeals Committee of the Trust Board is responsible for:

- taking decisions on appeals against the decisions of the Remuneration Committee in accordance with the terms of the appeals procedure of the policy.

Classroom Teachers	
Spine point	1st Sep 21
Min M1	£25,714
M1a	£26,657
M2	£27,600
M2a	£28,632
M3	£29,664
M3a	£30,721
M4	£31,778
M4a	£32,939
M5	£34,100
M5a	£35,531
M6	£36,961

Upper pay Range	
	1st Sep 21
Min U1	£38,690
U2	£39,405
U3	£40,124
U4	£40,863
U5	£41,604

Teaching & Learning Responsibilities (TLR)s		
TLR1	1st Sep 20	1st Sep 21
Min	£8,291	£8,291
Max	£14,030	£14,030
TLR2	1st Sep 20	1st Sep 21
Min	£2,873	£2,873
Max	£7,017	£7,017
TLR3	1st Sep 20	1st Sep 21
Min	£571	£571
Max	£2,833	£2,833

Leadership Group Pay Range		
Spine point	1st Sep 20	1st Sep 21
L1	£42,195	£42,195
L2	£43,251	£43,251
L3	£44,331	£44,331
L4	£45,434	£45,434
L5	£46,566	£46,566
L6	£47,735	£47,735
L7	£49,019	£49,019
L8	£50,151	£50,151
L9	£51,402	£51,402
L10	£52,723	£52,723
L11	£54,091	£54,091
L12	£55,338	£55,338
L13	£56,721	£56,721
L14	£58,135	£58,135
L15	£59,581	£59,581
L16	£61,166	£61,166
L17	£62,570	£62,570
L18	£64,143	£64,143
L19	£65,735	£65,735
L20	£67,364	£67,364
L21	£69,031	£69,031
L22	£70,745	£70,745
L23	£72,497	£72,497
L24	£74,295	£74,295
L25	£76,141	£76,141
L26	£78,025	£78,025
L27	£79,958	£79,958
L28	£81,942	£81,942
L29	£83,971	£83,971
L30	£86,061	£86,061
L31	£88,187	£88,187
L32	£90,379	£90,379
L33	£92,624	£92,624
L34	£94,914	£94,914
L35	£97,273	£97,273
L36	£99,681	£99,681
L37	£102,159	£102,159
L38	£104,687	£104,687

Leadership Group Pay Range		
Spine point	1st Sep 20	1st Sep 21
L39	£107,239	£107,239
L40	£109,914	£109,914
L41	£112,660	£112,660
L42	£115,483	£115,483
L43	£117,197	£117,197

Ranges for Headteachers					
Group	Range of Spine Points	1st Sep	2020	1st Sep	2021
		Salary	Range	Salary	Range
1	L6 - L18	£47,735	£63,508	£47,735	£63,508
2	L8 - L21	£50,151	£68,347	£50,151	£68,347
3	L11 - L24	£54,091	£73,559	£54,091	£73,559
4	L14 - L27	£58,135	£79,167	£58,135	£79,167
5	L18 - L31	£64,143	£87,313	£64,143	£87,313
6	L21 - L35	£69,031	£96,310	£69,031	£96,310
7	L24 - L39	£74,295	£106,176	£74,295	£106,176
8	L28 - L43	£81,942	£117,197	£81,942	£117,197

Unqualified Teachers Pay Range		
Spine point	1st Sep 20	1st Sep 21
Min 1	£18,169	£18,419
2	£20,282	£20,532
3	£22,394	£22,644
4	£24,507	£24,507
5	£26,622	£26,622
Max 6	£28,735	£28,735

Lead Practitioner Pay Range		
Spine point	1st Sep 20	1st Sep 21
Min 1	£42,402	£42,402
2	£43,464	£43,464
3	£44,549	£44,549
4	£45,658	£45,658
5	£46,795	£46,795
6	£47,969	£47,969
7	£49,260	£49,260
8	£50,397	£50,397
9	£51,656	£51,656
10	£52,982	£52,982
11	£54,357	£54,357
12	£55,609	£55,609
13	£57,000	£57,000
14	£58,421	£58,421
15	£59,874	£59,874
16	£61,466	£61,466
17	£62,878	£62,878
Max 18	£64,461	£64,461

Special Educational Needs Allowance		
	1st Sep 20	1st Sep 21
SEN (Min)	£2,270	£2,270
SEN (Max)	£4,479	£4,479

Appendix 2 Pay Rates

APPENDIX 3**Setting Leadership Pay - 3 stage Process**

1. Defining the role and determining the Headteacher/Principal group
2. Setting the indicative pay range
3. Deciding the starting salary and the individual pay range

Step 1 Calculating the ISR (Individual School Range)

Key Stage	Units Per Pupil
For each pupil in the preliminary stage and each pupil in the first or second key stage	7
For each pupil in the third Key Stage	9
For each pupil in the fourth Key Stage	11
For each pupil in the fifth Key Stage	13

- Each pupil with a statement of Educational needs (SEN) or from Sep 2014 an Education, Health and Care plan must be counted as three points more than the pupil would otherwise be counted
- Each pupil who attends for no more than half a day on each day for which the pupil attends school must be counted as half as many units as the pupil would otherwise be counted.

The steps for calculating the ISR are set out in the STPCD. Special schools undertake a different calculation.

Calculation of the ISR is dependent upon pupil numbers, this will determine the Headteachers'/Principals' group, the table below shows the group dependent upon the unit scores.

Total Unit Score	Headteacher Group
Up to 1000	1
1,001 to 2,200	2
2,201 to 3,500	3

3,501 to 5,000	4
5,001 to 7,500	5
7,501 to 11,000	6
11,001 to 17,000	7
17,001 and over	8

Step 2. Setting the indicative Pay Range

Headteachers/Principals normally have a 7-point range with Deputies and Assistant Headteachers/Principal on a 5-point range.

In establishing the range and the starting point consideration may be given to the points below

- Consider the complexity and the challenge of the role
- Any additional payments such as recruitment and retention, permanent additional responsibilities (such as the provision of Initial Teacher Training, long term provision to other schools) should be considered at this stage.
- Consider whether the range should start at the minimum of the group or at a higher level.

Other Considerations:

- The context and challenge arising from pupil needs
- High degree of complexity and challenge, i.e. accountability for multiple schools or managing across several dispersed sites
- Additional accountability not reflected in stage 1
- Factors that may impede the school's ability to attract a field of appropriately qualified and experienced leadership candidates, i.e. location
- The current grading of the school and the challenges facing the school.

Step 3. Deciding the starting salary and whether the range needs to be extended

Where necessary and in exceptional circumstances the range may be extended. This should be not more than 25% of the top of the group.

APPENDIX 4

CRITERIA FOR PAY PROGRESSION

1. Pupil/Student Progress measures

- Pupil progress measures will be used in **the context of the quality of education**. The data will form part of a wider judgement based on Progress Over Time. A range of evidence set out below will be used.

For teachers in KS1 and KS2 pupil progress measures will relate to reading, writing and mathematics.

For teachers in F1 pupil progress measures will relate to the prime areas:

- Personal, social and emotional development
- Communication and language
- Physical development

For teachers in F2 pupil progress measures will relate to the prime area of

- Communication and language
- Literacy
- Mathematics

For teachers in a secondary setting, pupil progress measures will relate to GCSE's and A levels. Key Stage 3 data and assessment will be used if teachers do not have GCSE or A level classes.

2. Teacher Categories

This policy sets out the 3 categories of teachers in their careers.

a. Early Career Teachers

Teachers in the early stages of their career deserve high quality support and guidance, the trust recognises that teachers at this stage of their career are on a steep learning curve and that knowledge and practice is still developing. Early Career teachers are those teachers who are currently being paid MPS1 to M2a.

b. Developing Teachers

Developing Teachers are those who are effectively developing the curriculum and are using their knowledge and pedagogy to ensure the majority of pupils/students are making at least good progress. They play a more prominent role in the development of the curriculum and use evidence-based research to develop high quality lessons. Their teaching is strong enough to mentor others. MPS3 to MPS4a

c. Accomplished Teachers

Accomplished teachers are those who have developed their style of teaching and practice and have built on their skills, knowledge and professionalism. Accomplished teachers are those teachers who are currently being paid MPS5 to MPS6.

d. Expert Teachers

Established teachers are those teachers who have experienced leading initiatives across the school, are knowledgeable enough to mentor early career teachers and have developed their practice towards expertise in areas of teaching and learning. Established teachers are those teachers who are currently being paid UPS1 to UPS5.

3. No Progression Criteria

In all pay bands, where a teacher has not met their objectives and throughout the cycle of appraisal and termly one to one meetings further support has been provided, but the objectives and standards have still not been met, and they do not meet the minimum criteria for half a point progression, no progression will be awarded.

4. Half a Point Progression Criteria

Half a point (only) progression will only ever be recommended where the only other option is no point award (see category for no award), Teachers who are under a support plan but are working towards meeting their objectives will be considered for half a point

APPENDIX 4 (continued) - Criteria for Performance Management

EARLY CAREER /DEVELOPING TEACHERS	CRITERIA – What will be measured and how	CRITERIA
<p>Early Career /Developing Teacher Overall assessment of Aspiring to Good. Half point progression</p>	<p>The quality of education is good in most aspects with an aspiration to be good overall drawing on a range of evidence including first hand evidence of how pupils are doing (interviews, observations, work scrutiny, curriculum reviews, curriculum and lesson planning, pupil/student assessment and performance data). <i>See Ofsted grade descriptors for Quality of Education and sources of evidence specific to curriculum implementation and impact</i> Takes responsibility for professional development, including taking advice from more experienced colleagues, to improve practice.</p>	Objectives largely met
<p>Early Career /Developing Teacher Overall assessment of Good. One point progression</p>	<p>The quality of education is good overall drawing on a range of evidence including first-hand evidence of how pupils are doing (interviews, observations, work scrutiny, curriculum reviews, curriculum and lesson planning, pupil/student assessment and performance data). <i>See Ofsted grade descriptors for Quality of Education and sources of evidence specific to curriculum implementation and impact</i> Takes responsibility for professional development, including taking advice from more experienced colleagues, to improve practice.</p>	Objectives met
<p>Early Career /Developing Teacher Overall assessment of Outstanding. One and a half points progression</p>	<p>The quality of education is securely good with many aspects which are exceptional* drawing on a range of evidence including first- hand evidence of how pupils are doing (interviews, observations, work scrutiny, curriculum reviews, curriculum and lesson planning, pupil/student assessment and performance data). The performance of groups of pupils/students is such that the most disadvantaged, including SEND, achieve exceptionally well. <i>See Ofsted grade descriptors for Quality of Education and sources of evidence specific to curriculum implementation and impact.</i> Takes responsibility for professional development, including taking advice from more experienced colleagues, to improve practice. Involved in and leading on research projects in school/UTC.</p> <p>*Exceptional means a significant proportion of pupils/students making accelerated progress, including those identified as vulnerable learners. These are defined as all groups who are at greater risk of poorer educational outcomes, either through life circumstances or events that occur which can affect their educational outcomes. This may include SEND, Pupil Premium, EAL, lower attaining – this list is not exhaustive.</p>	Objectives fully met and may be exceeded

APPENDIX 4 (continued)

ACCOMPLISHED/ EXPERT TEACHER	CRITERIA	CRITERIA
<p>Accomplished Teacher</p> <p>Overall assessment of Aspiring to Good.</p> <p>Half point progression</p>	<p>The quality of education is good overall drawing on a range of evidence including first-hand evidence of how pupils are doing (interviews, observations, work scrutiny, curriculum reviews, curriculum and lesson planning pupil/student assessment and performance data).</p> <p><i>See Ofsted grade descriptors for Quality of Education and sources of evidence specific to curriculum implementation and impact</i></p> <p>Takes responsibility for professional development, including acting on advice and supporting others, to further improve practice.</p>	<p>Objectives largely met</p>
<p>Accomplished/Expert Teacher</p> <p>Overall assessment of Good - one point progression</p>	<p>The quality of education is securely good <u>with some aspects that are exceptional</u>, drawing on a range of evidence including first-hand evidence of how pupils are doing (interviews, observations, work scrutiny, curriculum reviews, curriculum and lesson planning).</p> <p><i>See Ofsted grade descriptors for Quality of Education and sources of evidences, pupil/ student assessment and performance data, specific to curriculum implementation and impact.</i></p> <p>Takes responsibility for professional development, including acting on advice and supporting others, to further improve practice.</p>	<p>Objectives met</p>
<p>Accomplished/Expert Teacher</p> <p>Overall assessment of Outstanding - one and a half points progression</p>	<p>The quality of education is exceptional* drawing on a range of evidence including first-hand evidence of how pupils are doing (interviews, observations, work scrutiny, curriculum reviews, curriculum and lesson planning). The performance of groups of pupils/students is such that the most disadvantaged, including SEND, achieve exceptionally well.</p> <p><i>See Ofsted grade descriptors for Quality of Education and sources of evidence specific to curriculum implementation and impact.</i></p> <p>Takes responsibility for professional development, including acting on advice and supporting others, to further improve practice. Leading on research projects and innovation projects across the school/UTC/Trust.</p> <p>*Exceptional means a significant proportion of pupils/students making accelerated progress, including those identified as vulnerable learners. These are defined as all groups who are at greater risk of poorer educational outcomes, either through life circumstances or events that occur which can affect their educational outcomes. This may include SEND, Pupil Premium, EAL, lower attaining – this list is not exhaustive.</p>	<p>Objectives fully met and may be exceeded</p>

Pay Progression based on Performance

1. In pay bands Early Career and Accomplished Teacher, teachers will be awarded the following pay award providing they meet the necessary criteria:
 - Overall assessment of mainly good performance will equate to half a point progression
 - Overall assessment of consistently good performance will equate to one point progression
 - Overall assessment of outstanding performance will equate to one and a half points progression
2. The Trust's expectation is that all staff aspire to achieve one full point and continue to improve and sustain high-quality educational provision.
3. Teachers must fulfil the full criteria before they are awarded the progression. In categories teachers must also meet the Teachers standards in their entirety as these are the minimum standards expected of teachers
5. UPS teachers will be eligible for a performance related pay recommendation on an annual basis upon successful performance reviews.

APPENDIX 5

UPPER PAY RANGE APPLICATION FORM

Teacher's Details:

Name _____

Post _____

PM/Appraisal Details:

Years covered by planning/review statements

Schools/UTC covered by planning/review statements

Self- Evaluation – How I meet Threshold standards with associated evidence or evidence sources.

Teachers are responsible for providing the relevant evidence. This can be electronic.

An index should be provided so the evidence is linked to the Teacher Standards and Career Stage Expectations.

(Please state evidence)

Declaration:

I confirm that at the date of this request for assessment to cross the threshold I meet the eligibility criteria and I submit performance management/appraisal planning and review statements covering the relevant period, together with the relevant evidence to meet the school's criteria.

Applicant's signature _____ **Date** _____

Line Manager's Signature _____ **Date** _____

APPENDIX 5 (continued)**UPPER PAY RANGE PROGRESSION CRITERIA****(1) Professional attributes**

- 1.1 Contribute significantly, where appropriate, to implementing workplace policies and practice and to promoting collective responsibility for their implementation.

(2) Professional knowledge and understanding

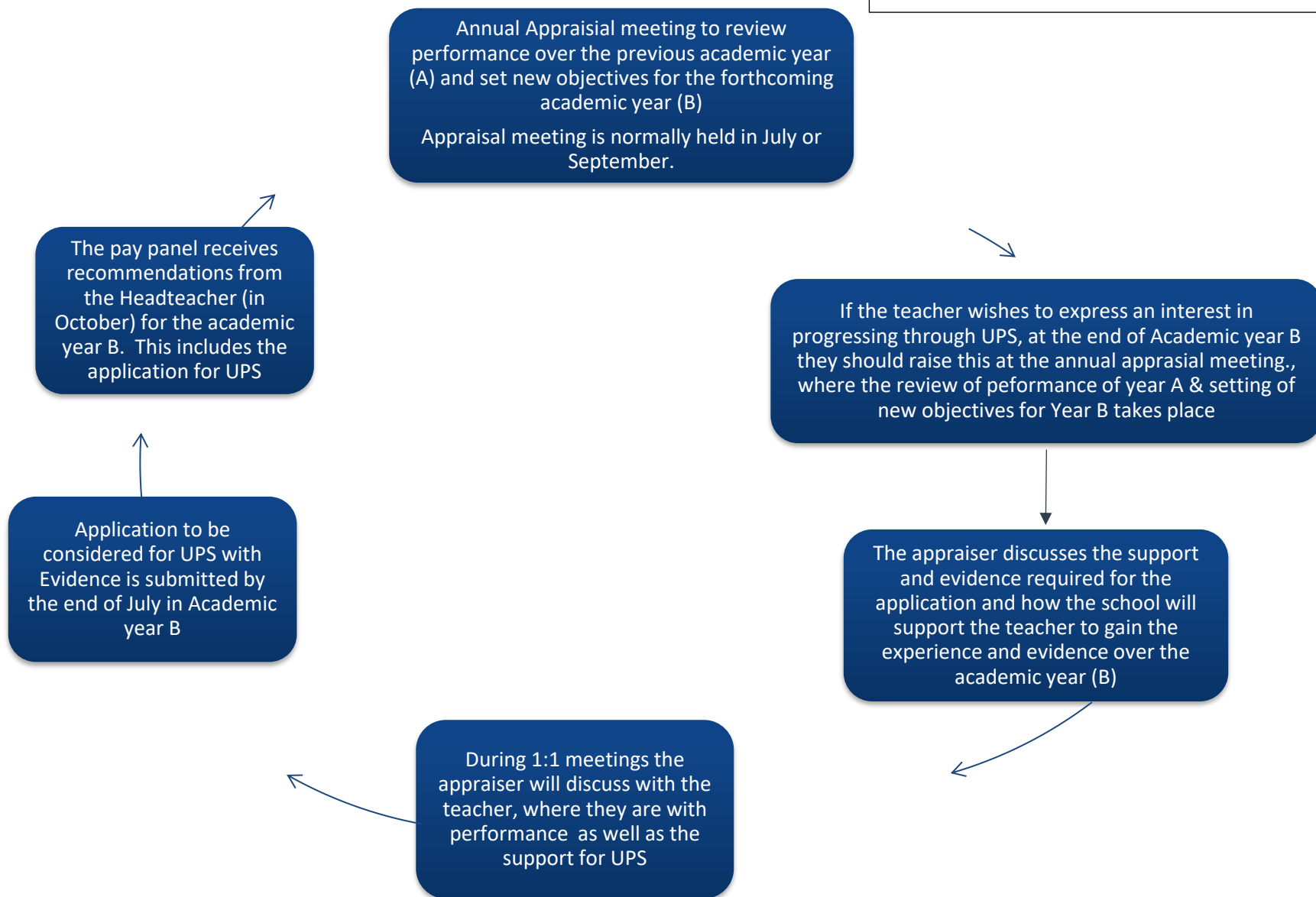
- 2.1 Have an extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise learning to provide opportunities for all learners to achieve their potential.
- 2.2 Have an extensive knowledge and well-informed understanding of the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those related to public examinations and qualifications.
- 2.3 Have up-to-date knowledge and understanding of the different types of qualifications and specifications and their suitability for meeting learners' needs.
- 2.4 Have a more developed knowledge and understanding of their subjects/curriculum areas and related pedagogy including how learning progresses within them.
- 2.5 Have sufficient depth of knowledge and experience to be able to give advice on the development and wellbeing of children and young people.

(3) Professional skills

- 3.1 Be flexible, creative and adept at designing learning sequences within lessons and across lessons that are effective and consistently well-matched to learning objectives and the needs of learners and which integrate recent developments, including those relating to subject/curriculum knowledge.
- 3.2 Have teaching skills which lead to learners achieving well relative to their prior attainment, making progress as good as, or better than, similar learners nationally.
- 3.3 Promote collaboration and work effectively as a team member.
- 3.4 Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback.

APPENDIX 6. UPS Application timescale

Year A is the previous academic year
Year B is the current academic year



APPENDIX 7**PAY APPEALS PROCEDURE**

The Brighter Futures Learning Partnership Trust Board is committed to ensuring that appeals against pay decisions meet the requirements of the dispute resolution provisions of employment law.

The process set out below is consistent with the dispute resolution provisions of employment law and will be adopted by the Trust as the means by which appeals against pay decisions are considered.

Teachers may seek a review of any determination in relation to their pay or any other decision taken by the Trust (or a committee or individual acting with delegated authority) that affects their pay. In the Brighter Futures Learning Partnership Trust, Headteachers/Principals will make pay recommendations to the CEO who will moderate all pay decisions. The Remuneration Committee will review all pay progression and ensure it is evidence-based, fair and transparent in line with this Pay Policy.

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:

- a) incorrectly applied any provision of the STPCD;
- 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.

The order of proceedings is as follows:

The teacher receives written confirmation of the pay determination and where applicable the basis on which the decision was made.

If the teacher is not satisfied, they should seek to resolve this by discussing the matter informally with the Headteacher/Principal to see if this can be resolved informally.

Where this is not possible, or where the teacher continues to be dissatisfied, they may follow a formal appeal process. A written appeal must be lodged within ten working days of the decision of the outcome of the Remuneration Committee

The teacher should set down in writing the grounds for questioning the pay decision and send it to the Headteacher/Principal or CEO who made the determination

The Appeals Committee will arrange a date for an appeal hearing, within ten working days of receipt of the written appeal, to consider the appeal and give the teacher an opportunity to make representations in person.

Any appeal should be heard by a panel of three Trustees who were not involved in the original determination, normally within 20 working days of the receipt of the written appeal notification.

APPENDIX 7 (continued)

The teacher will be given the opportunity to make representations in person. The decision of the appeal panel will be given in writing, and where the appeal is rejected will include a note of the evidence considered and the reasons for the decision.

For any formal meeting the teacher is entitled to be accompanied by a colleague or union representative. Each step and action of this process must be taken without unreasonable delay. The timing and location of formal meetings must be reasonable. Formal meetings must allow both parties to explain their cases.

The procedure for the conduct of formal meetings shall be as follows.

Introductions

Chair introduces everyone and what their role is:

- self as Chair
- other panel member(s) (if applicable)
- employee
- employee representative
- any witnesses for the employee side
- management representative who will state the management case
- any witnesses for the management side
- person who will clerk the meeting
- HR manager to give advice to the panel

Goes over the order of the hearing:

- Employee will state their case
- Chair asks questions of the employee/employee representative
- Chair invites panel (if applicable) to ask questions
- Management will state their case (this may be the chair of the pay committee and (or) the Headteacher/Principal)
- Chair asks questions of the management
- Chair invites panel (if applicable) to ask questions
- Appellant to sum up
- Manager to sum up
- Chair to adjourn hearing to deliberate

Communication of decision

Employee is notified of decision

Decision and reason for the decision confirmed in writing, within 10 working days.

APPLICATIONS FOR UPPER PAY RANGE

Teachers	Headteacher's/Principal's Pay Recommendation Please mark with an 'X' the corresponding recommendation for each teacher								Link Governor(s) Quality Assurance and Recommendation Please mark with an 'X' the corresponding recommendation for each teacher				
	Current Point	Standards for Upper met	Standards for Upper not met	Additional Information					Agree with Headteacher/Principal	Disagree with Headteacher/Principal	If disagree note decision taken*	Signed by the Chair	Moderated by CEO Yes/No
A													
B													
C													
D													
Please add more rows if required													

* As part of this moderation process, you will be asked to provide evidence for those staff reaching Upper Pay Range.

Signed by:.....

Chair of Local Governing Board