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1. Definitions

- 1.1 The term "School" in this policy is used to describe any school in CLIC Trust.
- 1.2 All references to "Teacher(s)" refer to the person or persons covered under the scope of this policy.
- 1.3 All references to the "Governing Body" or to "the Governors" refer to the Board of Directors the Trust.
- 1.4 All references to the "STPCD" refer to School Teachers Pay and Conditions Document, an annually published document which forms a part of the Contract of Employment of all Teachers, Headteacher, Deputy Headteachers and Executive Headteachers in maintained Schools in England and Wales, and those academies which have adopted the national scheme for the purposes of pay and condition of employment.
- 1.5 All references to the "Teachers Standards" refer to the Department for Education's, (DfE's), expectations of teachers' professional practice and personal conduct, setting out minimum requirements expected and a benchmark for excellent teaching practice and exemplary personal conduct. They set the standard to which all trainees should aspire, and to which all qualified teachers should adhere and improve upon throughout their career.
- 1.6 All references to the "Appraiser" refer to the person appointed by the Executive Headteacher to review a Teachers performance against objectives set and the Teachers Standards and, based upon the outcome, to make a considered recommendation for pay progression.
- 1.7 All references to the "Pay Committee" refer to the body appointed to review and determine pay progression.
- 1.8 All references to the "Pay Committee Members" refer to those Governors appointed to comprise the "Pay Committee."
- 1.9 All references to the "Pay Appeal Committee" refer to the Governors appointed to review any pay progression recommendations that have already been communicated but have been appealed, to reconsider all the available evidence and to rule as to whether to uphold or overturn the original decision
- 1.10 All references to the "Pay Appeal Committee Members" refer to those Governors appointed to comprise the "Pay Appeal Committee."
- 1.11 All references to the "UPR" refer to the Upper Pay Range, available to all those Teachers who hold Qualified Teacher Status and have been assessed by their employer as meeting both the core and post-threshold professional standards

- 1.12 All references to the “TLR’s” refer to Teaching and Learning Responsibility Payments. TLR’s are made in order to recognise a substantial and sustained responsibility in the context of the School’s structure, needed to ensure continued delivery of high-quality teaching and learning as specified in the STPCD

2. Policy Statement

- 2.1 The prime statutory duty of governing bodies in England, as set out in paragraph 21(2) of the Education Act 2002 is to “conduct the school with a view to promoting high standards of educational achievement at the school.” This pay policy is intended to support that statutory duty.
- 2.2 The ability of the school to maintain and improve the quality of education provided to pupils depends to a large extent on the recruitment and retention of a capable and high performing teacher workforce.
- 2.3 The Trust appreciates the individual contributions that Teachers make to this and wants to recognise and reward them appropriately.
- 2.4 The Trust also acknowledges the need to manage the remuneration of teaching staff in a fair, transparent and equitable way.
- 2.5 This policy has been developed in support of the above and falls in line with all relevant staffing regulations and statutory provisions, where applicable, of the STPCD.
- 2.6 Pay increases awarded to a teacher on the main or upper pay range will be permanent only for so long as the teacher remains employed in this Trust.
- 2.7 On appointment to the Trust, whilst the governing body will consider a teacher’s current pay position, there is no guarantee that existing or previous salary will be matched.
- 2.8 The Executive Principal will consult with staff and unions on appraisal and pay policies.

3. Purpose

- 3.1 To identify the principles by which decisions about pay progression will be made.
- 3.2 To identify the range of information that will be used to inform decisions about pay progression.
- 3.3 To identify the proposed timetable for assessment.
- 3.4 To set out the process for appeal against any decisions made about the level of pay progression awarded.

4. Scope

- 4.1 This policy document applies to all school employees whose pay and conditions fall under the terms of the STPCD.
- 4.2 Support staff do not fall within the scope of this policy.

5. Principles

- 5.1 The provisions of the Equality Act 2010 and all other relevant legislation will be applied throughout the implementation of this Policy.
- 5.2 The role of the Teachers Standards as set out in the STPCD underpins this document, providing the basis for all objectives set, informing performance appraisals and substantiating any subsequent pay progression recommendations. Such standards are considered absolute.
- 5.3 In cases where performance of a teacher, headteacher, deputy head or executive head, falls short of acceptable professional standards and objectives are not met then the Headteacher or the Trust may consider capability or disciplinary procedures as appropriate. Such procedures fall outside the remit of this policy. Instead they will be carried out in accordance with, and with reference to, the appropriate procedure.
- 5.4 The Governing Body will ensure that decisions of Appraisers, Pay Committee Members, and Pay Appeal Committee Members are informed by the Teachers Standards, in setting meaningful objectives and in analysing the overall performance of a Teacher.
- 5.5 In accordance with the arrangements for Teacher appraisals, as set out in the Trust's Appraisal Policy, Teachers and Appraisers should work together to ensure objectives meet all the relevant criteria and to establish a common understanding of the levels of performance required for pay progression.
- 5.6 All Teachers can expect to be provided with the opportunity, skills, encouragement, feedback and support they need to perform well and therefore be rewarded. Teachers will be informed at the earliest opportunity of any risk to pay progression arising from performance.
- 5.7 The Governing Body will ensure that quality assurance processes are in place to make certain consistency of approach. Objectives, performance assessments and recommendations for pay progression will be subject to moderation.
- 5.8 All information relating to performance assessment and subsequent pay progression recommendations will be treated confidentially and details only released to those parties fundamental to the decision making process. Anonymised data will be supplied to Ofsted Inspectors as required.

- 5.9 Any party involved in decisions regarding a teacher's recommended level of pay progression shall, in the event of an appeal against the decision made, play no further role in a decision making capacity.
- 5.10 Any teacher whose performance merits pay progression will be entitled to such progression in accordance with the specifics of this policy.
- 5.11 The Governing Body will act with integrity, objectivity and honesty in the best interests of the School; will be open about pay decisions made and actions taken; and will be prepared to explain decisions and actions as required.
- 5.12 Adjustments may be considered to take account of special circumstances e.g. long term absence. Any such adjustments will be on a case by case basis depending on both the teacher's and the school's circumstances, and in agreement with the governing body.

6. Pay Structures

The School Teacher Review Body recommended the following in relation to teachers pay;

- A 1% uplift should be applied to the minima and the maxima of all classroom teacher and leadership pay ranges in the national pay framework and to classroom teacher allowances (TLR's and SEN) of all pay ranges and allowances in the National Pay Framework.

The DfE has now provided confirmation in the Schools Teacher's Pay and Conditions Document 2016 that the above recommendations are formally supported.

The CLIC Trust will apply a 1% uplift to **ALL** pay ranges from 1 September 2016.

Main scale		Upper		Allowances: TLRs	
M1	£22,467	U1	£35,571	TLR 2a	£2,640
M2	£24,242	U2	£36,889	TLR 2b	£4,400
M3	£26,191	U3	£38,250	TLR 2c	£6,450
M4	£28,207				
M5	£30,430			TLR 1a	£7,623
M6a	£32,835			TLR 1b	£9,378
M6b	£33,160			TLR 1c	£11,136
				TLR 1d	£12,896
				TLR 3	£523 up to £2,603

Leadership		Leadership	
L1	£38,984	L23	66,982
L2	£39,960	L24	67,963, 68,643
L3	£40,958	L25	70,349
L4	£41,978	L26	72,089
L5	£43,023	L27	73,144, 73,876
L6	£44,102	L28	75,708
L7	£45,290	L29	77,583
L8	£46,335	L30	79,514
L9	£47,492	L31	80,671, 81,478
L10	48,711	L32	83,503
L11	49,976	L33	85,579
L12	51,127	L34	87,694
L13	52,405	L35	88,984, 89,874
L14	53,712	L36	92,099
L15	55,048	L37	94,389
L16	56,511	L38	96,724
L17	57,810	L39	98,100, 99,081
L18	58,677, 59,264	L40	101,554
L19	60,733	L41	104,091
L20	62,240	L42	106,699
L21	63,147, 63,779	L43	108,283
L22	65,363		

7. Teaching and Learning Responsibility Payments

- 7.1 TLR1 and TLR2 payments are awarded to a teacher who undertakes a clearly defined and 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 accountable. The award is made while the teacher remains in the same post or occupies another post in the temporary absence of the post-holder.

- 7.2 Before awarding a TLR₁ or TLR₂ payment to a teacher the Pay Committee will satisfy itself that the teacher's duties include a significant responsibility that is not required of all classroom teachers and that:
- is focused on teaching and learning;
 - requires the exercise of a teachers professional skills and judgement;
 - requires the teacher to lead, manage and develop a subject or curriculum area; or to
 - lead and manage pupil development across the curriculum;
 - has an impact on the educational progress of pupils other than the teacher's assigned classes or group of pupils; **and**
 - involves leading, developing and enhancing the teaching practice of other staff.
- 7.3 Where the Governing Body determine that a TLR₃ is required, for time limited school improvement projects or one-off externally driven responsibilities, the annual value will be determined by the Executive Headteacher between £523 and £2603 per annum, paid pro-rata for the duration of the fixed-term. The duties undertaken must:
- be focused on teaching and learning;
 - require the exercise of a teachers, professional skills and judgement;
 - have an impact on the educational progress of pupils other than the teacher's assigned classes or group of pupils

Teachers awarded a TLR₃ will be informed at the outset that this is a fixed term temporary change to their contract, the duration of the project and when payment will cease.

- 7.4 TLR₃ payments can only be made to qualified classroom teachers. A teacher in receipt of an existing TLR₁ or TLR₂ may also hold a concurrent TLR₃ post.

8. Leadership Groups

- 8.1 The Governing Body will determine the size, remuneration and composition of the leadership group, (i.e. the number of deputy Headteachers and the number of Assistant Headteachers). All members of the leadership group will have substantial strategic responsibilities for school leadership. The Governing Body will ensure that there are appropriate salary differentials within the leadership group's membership to take account of differing levels of responsibility.
- 8.2 The Governing Body will also ensure that the Individual School Range (ISR) of the Executive Principal (comprising 7 consecutive points on the leadership spine) does not overlap with any other leadership pay ranges (comprising 5 points on the leadership spine); that the pay range of any Headteacher starts at a higher point than the lowest point on the pay range of any deputy or Assistant Headteacher; that the pay range of any deputy starts at a higher point than the lowest point on the pay range of any Assistant Headteacher and, where there is no Assistant Headteacher, is greater than the salary of the highest paid teacher (as defined in the STPCD).

- 8.3 The Governing Body will review the pay structure of the leadership group annually. In particular, they will consider (a) whether the ISR and pay ranges are sufficient to retain members of the leadership group; and (b) the reasonableness of the salary differentials both within the group and in relation to classroom Teachers. Where, following such a review, a new ISR or pay range is set, the Governing Body will minute the ISR or pay range selected and their reasons for selecting it.

9. Pay Reviews & Timings

- 9.1 The Governing Body will ensure that every teacher's salary is reviewed with effect from 1st September and no later than the 31st October (31st December for the Executive Headteacher) each calendar year.
- 9.2 Reviews may take place at other times of the year to reflect any changes in circumstances or job description that lead to a change in the basis for calculating an individual's pay.
- 9.3 Following any review a written statement, detailing the teacher's salary and any other financial benefits to which they are entitled, will be issued to them. This written statement will also, where applicable, provide information as to basis of any decisions made.

10. Basic Pay Determinations on Appointment

- 10.1 The Governing Body will determine the relevant pay range for a vacant teaching post prior to advertising it. On appointment it will determine the starting salary within that range to be offered to the successful candidate. There is no guarantee that existing or previous salary will be matched.
- 10.2 In making such determinations, the Governing Body may take into account a range of factors, including:
- The nature and requirements of the post
 - The level of qualification, skills and experience required to undertake the specific duties of the post
 - The wider school context
 - Market conditions
 - The recommendations of the Executive Principal

The relevant pay range is as specified in paragraph 6.1 above

The governing body will, if necessary, use its discretion to award a recruitment incentive benefit to secure the candidate of its choice, which may include portability of existing pay level.

Newly qualified teachers will normally start on the minimum point of the pay range.

11. Appointment of Leading Practitioners

- 11.1 A Leading Practitioner position may be introduced into the staffing structure at the discretion of the Governing Body. Such a post will only be considered where the Governing Body first determine that the primary purpose of such a post is to model and lead improvement of teaching skills. A relevant pay range will be determined for each such post in accordance with the minimum / maximum specified within the STPCD.

12. Assessing Performance – Evidence and Measures

- 12.1 The Governing Body expects all teachers, including the Executive Principal, Headteacher or Deputy Headteacher to perform at the highest possible level and to continue to improve their professional practice year on year. Appraisal objectives will be progressive and developmental, thereby ensuring that performance is rewarded and that all teachers have the opportunity, to progress to the maximum of their respective pay range.
- 12.2 In this Trust all teachers can expect to receive regular, constructive feedback on their performance and are subject to an annual appraisal that recognises their strengths, informs plans for their future development, and helps to enhance their professional practice. The arrangements for teacher appraisal are set out in the Trust's appraisal policy.
- 12.2 To be fair and transparent, assessments of performance will be rooted in evidence. In this school we will make certain fairness and consistency of approach by an assessment of objectives set, quality of evidence collated and levels of pay progression recommended.
- 12.3 The evidence that individual schools will use to assess performance against objectives set will clearly demonstrate impact on pupil progress and will include but not be limited to the following:
- Self-assessment
 - Peer review
 - Tracking pupil progress/pupil progress data
 - Lesson observations
 - Work scrutiny
 - Quality of teaching against the Teachers' Standards, including observed practice
 - Continuing professional development records
 - Received feedback.
- 12.4 In this Trust assessments of performance will be made against the extent to which teachers have met their individual objectives and the relevant standards and how they have contributed to:
- The progress of pupils
 - The attainment of wider outcomes for pupils

- Personal improvements in specific elements of practice, e.g. behaviour management, lesson planning
- The effectiveness of other teachers and staff
- The life of the school community.

In the case of Upper Pay Range teachers, evidence of their significant and sustained contribution beyond their own classroom and their impact on the wider school.

13. Making Recommendations for Pay Progression

- 13.1 Teacher appraisal reports will contain pay recommendations. Decisions on performance pay progression will be based on an assessment of the overall performance of the teacher.
- 13.2 The rate of progression will be differentiated according to an individual teacher's performance and will be on the basis of absolute criteria.
- 13.3 Teachers will be eligible for a pay increase of one incremental point if they meet all their objectives, are assessed as fully meeting the relevant standards and all teaching is assessed as at least good with some teaching being assessed as outstanding.
- 13.4 Teachers may be eligible for a pay increase of one incremental point if they meet all their objectives, are assessed as meeting the relevant standards and all teaching is assessed as at least good.
- 13.5 Teachers demonstrating exceptional performance may be eligible for a pay increase of more than one incremental point if they exceed all their objectives, are assessed as fully meeting the relevant standards and all of their teaching is assessed as outstanding.
- 13.6 In cases where teachers have not achieved the minimum standard required and therefore are not eligible for pay progression, it will be possible to make a "no progression" recommendation without recourse to the capability procedure.
- 13.7 All pay progression recommendations will, in the first instance, be submitted to the Headteacher.
- 13.8 The Executive Principal and Headteachers will review the evidence collated and subsequent pay progression recommendations made to ensure compliance with the school's pay policy and consistency of approach.
- 13.9 The Headteacher will also review objectives set for the forthcoming academic year to ensure they clearly reference Teachers Standards and are sufficiently challenging and rigorous when compared with those of a teacher at a similar level.

Establishment of a Pay Committee

- 14.1 The Board of Directors have fully delegated powers to deal with decisions on performance related pay progressions. The Board of Directors will comprise 7 Governors elected at a meeting of the full Governing Body at which 50% of those Governors holding office at that time were present.
- 14.2 Membership of the Committee (and its terms of reference) will be reviewed annually but with due regard to continuity in what is a technical area. The Headteachers will act as advisers (non-voting) regarding pay decisions. The Executive Principal will make decisions regarding pay decisions and The Board of Directors be informed.

15. Reviewing the Recommendations for Pay Progression

- 15.1 The Headteachers will submit the list of proposed pay progressions to the Executive Principal for review. Each submission must contain a clear recommendation for pay progression that includes reference to the teacher meeting or not meeting the standards and objectives required.
- 15.2 Exceptional performance will be highlighted in the submission.
- 15.3 Final decisions about whether or not to accept a pay recommendation will be communicated to staff members in writing, together with, where appropriate, notification of the right to appeal against the decision.

16. Establishment of a Pay Appeal Committee

- 16.1 The Board of Directors will establish a Pay Appeal Committee with fully delegated powers to which all pay appeals will be directed. The Pay Appeal Committee will comprise three Governors elected at a meeting of the Board of Directors at which 50% of those Governors holding office at that time were present. One named Governor will act as reserve. No member of the Pay Appeal Committee will work at the school. There shall be a quorum of three. No member of the Pay Appeal Committee will have been a member of the original Pay Committee.

17. The Appeal Process

- 17.1 Teachers wishing to appeal should inform their Headteacher within 5 working days of the formal notification of the original decision. The teacher must set out their reasons in writing and provide them to the Executive Principal within 10 working days of the notification of intention to appeal.
- 17.2 The grounds for appeal will be that the person(s) by whom the decision was made:

- Incorrectly applied a provision of the STPCD
- Failed to have proper regard to statutory guidance
- Failed to take account of relevant evidence
- Took account of irrelevant or inaccurate evidence
- Otherwise unlawfully discriminated against the teacher.

17.3 The Headteachers will not act as advisor to the Pay Appeal Committee, although they may be called upon to provide information.

17.4 The school may request advice from or the attendance of a Management Advisor from One Education.

17.5 The Pay Appeal Committee will normally meet within 20 working days of the receipt of the appeal, review all the available evidence, reach a decision and communicate this decision in writing to the teacher.

17.6 All decisions of the Pay Appeals Committee will be final.

18. Movement to the Upper Pay Range - Applications and Evidence

18.1 Any qualified Teacher may apply to be paid on the UPR and any such application will 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 UPR. Evidence to support an application will normally include: (see 18.7 & 18.8 also)

- The previous 2 years' appraisal outcomes;
- Tracking pupil progress/pupil progress data;
- Lesson observations;
- Quality of teaching against the Teachers' Standards, including observed practice;
- Received feedback;

18.2 Applications may be submitted from 1st September and no later than the 31st October each calendar year except where para 18.3 applies.

18.3 Applications may be made 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.

18.4 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 UPR in that school or schools. This school will not be bound by any pay decision made by another school.

18.5 Any qualified teacher who has been absent on maternity, paternity, adoption or parental leave is still eligible to apply to be paid on the UPR.

18.6 Any qualified teacher who has been absent for a period on long term ill health is still eligible to apply to be paid on the UPR.

- 18.7 All applications must include the results of reviews or appraisals of the previous 2 years' performance.
- 18.8 Applications should contain supporting evidence that covers the 2-year period leading up to and ending at the date of application.
- 18.9 In certain circumstances, (such as those outlined above), teachers may supply supporting evidence from the year prior to the absence period.
- 18.10 All applications for entry onto the UPR must be submitted to the Headteacher for assessment.

19. Movement to the Upper Pay Range - The Assessment

- 19.1 An application from a qualified teacher will be successful where the Executive Principal is satisfied that, in accordance with the STPCD,
- The Teacher is highly competent in all elements of the relevant standards; and
 - The Teacher's achievements and contributions to the school are substantial and sustained.
- 19.2 For the purposes of this pay policy "highly competent" means performance which is not only good but also good enough to provide coaching and mentoring to other teachers, give advice to them and demonstrate to them effective teaching practice and how to make a wider contribution to the work of the school, in order to help them meet the relevant standards and develop their teaching practice.
- 19.3 For the purposes of this pay policy "substantial" means of real importance, validity or value to the school; play a critical role in the life of the school; provide a role model for teaching and learning; make a distinctive contribution to the raising of pupil standards; take advantage of appropriate opportunities for professional development and use the outcomes effectively to improve pupil's learning.
- 19.4 For the purposes of this pay policy "sustained" means maintained continuously over two successive school years.

20. Movement to the Upper Pay Range - Procedure

- 20.1 It is the responsibility of the eligible teacher to complete the School's application form/apply by letter to the Headteacher.
- 20.2 All applications should be made by the 31st October.

- 20.3 The application will normally be assessed by the Headteacher and a recommendation will be made to the Pay Committee.
- 20.4 Final decisions about whether or not to approve a teacher's application to the UPR will be made by the Pay Committee, having regard to the appraisal report and taking into account advice from the Headteacher or other appropriate member of the senior leadership team.
- 20.5 The applicant will be informed of the decision no later than 20 working days following the Pay Committee's receipt of the Headteacher's initial recommendation.
- 20.6 If successful the applicant will move to the UPR at the start of the term in which the application is approved.
- 20.7 If unsuccessful, feedback will be given by the Headteacher to the teacher no later than 10 working days following communication of the original decision. The feedback will make specific reference to any areas for further development, supported by tangible evidence wherever possible.

21. Pay Determinations upon Appointment to the UPR

- 21.1 Teachers will normally start on the minimum point of the pay range.

22. Part Time Teachers

- 22.1 Teachers employed on an on-going basis at the school but who work less than a full working week are deemed to be part time.
- 22.2 When a Pay Committee is required to review pay progression recommendations for a part time teacher they will do so with due regard to those hours that a part-time Teacher usually works under the Contract of Employment. Direct consideration will be given to those hours in reviewing the objectives set, evidence gathered and pay progression recommendations made.
- 22.3 In approving a pay progression recommendation for a part time teacher the Pay Committee will do so in accordance with the "pro rata principle." This means that the proportion of the total pay progression awarded will correspond directly to the number of hours that the teacher is employed in that capacity during the course of the School's timetabled teaching week, ("total pay progression" means the pay progression that would be awarded to that person in the same post on a full time basis and "the schools' timetabled teaching week" means the aggregate period of time in school timetable during which pupils are normally taught.)

23. Supply Teachers

- 23.1 Teachers employed by the school on a day to day or other short notice basis (not via a third party or agency) 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.

24. Pay increases arising from changes to the document

- 24.1 Where applicable, teachers are paid in accordance with the statutory provisions of the School Teachers Pay and Conditions Document as updated from time to time.

25. Acting Allowances

- 25.1 The pay committee will, within a 4-week period of the commencement of acting duties, determine whether or not the acting post-holder will be paid an allowance in accordance with the STPCD. In the event of a planned and prolonged absence, an acting allowance will be agreed in advance and paid from the first day of absence.
- 25.2 Any teacher who carries out the duties of head, deputy head, or assistant head, for a period of four weeks or more, will be paid at an appropriate point of the head's ISR, deputy head range or assistant head range, as determined by the pay committee. Payment will be backdated to the commencement of the duties.

26. Safeguarding

- 26.1 Where a pay determination may lead to a period of safeguarding, the governing body will comply with the relevant provisions of the STPCD.

27. Discretionary Pay Awards

- 27.1 Discretionary pay awards will only be made in accordance with the relevant provisions of the STPCD. The duration of any such payments will be determined and notified at the outset and will be subject to formal review by the Governing Body.