

The Charter Schools Educational Trust

Teachers Pay Policy

2025-26

(With revised pay scales)

Owner:		Trust Director of People	
Reviewer		CEO / Trust People & Pay Committee	
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1 Purpose

1. 1 Charter Schools Educational Trust is committed to achieving excellent educational outcomes for all pupils by ensuring we have a skilled, motivated, and fairly remunerated teaching workforce. This pay policy is integral to our Trust's broader strategic goal of maintaining high-quality teaching and effective school leadership.
1. 2 This policy applies to all teachers employed by Charter Schools Educational Trust, including classroom teachers, Leading Practitioners, and senior leadership roles paid under the School Teachers' Pay and Conditions Document (STPCD). It does not cover agency staff or support staff, who are covered under separate policies.
1. 3 The policy has been developed with reference to the STPCD 2024 and in consultation with recognised trade unions. It reflects our commitment to fairness, transparency, and consistency in pay decisions.
1. 4 This policy aligns closely with our Trust's mission of "Building better futures for children and young people" and our vision of "Schools that excel, people who inspire, and partnerships that make a difference". We will ensure that decisions about pay are fair, objective, and evidence-based, and that they support both the professional development of teachers and the strategic objectives of the Trust.
1. 5 Pay decisions for Headteachers and Central Team roles are determined by the Trust Pay Committee, which comprises three Trustees (excluding any employed by the Trust). The Trust CEO and HR Director attend these meetings in advisory capacities.
1. 6 For all other school-based teaching staff, pay decisions are delegated to the Headteacher, in conjunction with the Trust Director of People to ensure fairness and consistency.
1. 7 We will monitor the impact of this policy annually to ensure it meets our objectives and complies with all relevant legislation, particularly equalities legislation.

2 Introduction

2. 1 This Policy sets out the framework for making decisions on teachers' pay. It has been developed to comply with current legislation and the requirements of the STPCD and has been consulted on with staff. A copy of this Policy, and any other relevant documents on pay and conditions, will be made available to colleagues at school level as well electronically on Your Charter.

2.2 In adopting this Pay Policy the aim is to:

- assure the quality of teaching and learning at each school
- support recruitment and retention, and reward teachers appropriately; and
- ensure accountability, transparency, objectivity and equality of opportunity.

2.3 In line with our Trust's Scheme of Delegations, pay decisions for school-based colleagues will be made by the Headteacher where these are within approved budgets. Where costs are outside of approved budgets, appropriate approvals must be sought by the Headteacher prior to offering a salary or payment.

2.4 Pay decisions relating to Headteachers, Heads of School and Executive Headteachers, and central team members who are paid under this Policy, are made following recommendations by our Trust's CEO to the People and Pay Committee on behalf of our Trust Board.

3 Pay Reviews

3.1 For most teachers, pay will be considered by the end of the summer term, on the basis that most people will meet the expectations of their pay scale and will progress within their band. Outcomes will be in line with the advisory pay scales stated within the STPCD, unless they are subject to the formal capability procedure, which will be notified to the individual in writing.

3.2 The exception to this will be teachers at M6 who may be eligible to cross the threshold to the Upper Pay Scale. Where a teacher is happy to be considered for threshold progression, this will be reviewed during the period 1 September to 31 October, to allow consideration of all performance up to the end of the summer term and any associated data. Any agreed progression to the Upper Pay Scale will be backdated to 1 September.

3.3 The application of pay increases will take place in the monthly payroll following full legal approval of the STPCD. The earliest date that this will take place is 1 September each year and therefore the first possible payment will be made in the salary payment that takes place on 20th September.

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

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

3.6 Teachers will receive notification of salary in a written pay statement no later than 30 November, setting out their salary and any other financial benefits to which they are entitled. It is a requirement to provide an annual salary statement to all teachers, even if their salary has not changed. An example template letter is given at Annex 1.

4 Basic Pay Determination on Appointment

4.1 The Headteacher will determine the pay scale for a vacancy prior to advertising it, with due regard for the STPCD and in conjunction with the Trust Director of People.

4.2 On appointment the Headteacher will determine the starting salary within the advertised scale to be offered to the successful candidate. Any additional recruitment and retention allowance must be approved by the Education Director and Chief Financial Officer (prior to it being offered). In making such determinations, the principles and pay scales set out in this Policy must be applied, and take into account the nature of the post, and the level of qualifications, skills & experience required. The Headteacher must also seek prior approval from the Education Director regarding the appointment of any individuals where there is a potential conflict of interest (see Code of Conduct).

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

4.3 The Charter Schools Educational Trust has established the following pay scales for classroom teacher posts paid on the Main Pay Scale and Upper Pay Scale. These pay scales are aligned with the STPCD and will be updated on an annual basis to reflect changes to the STPCD pay scales.

Main Pay Scale	
1 (minimum)	£40,317
2	£42,234
3	£44,238
4	£46,339
5	£48,952
6 (maximum)	£52,300

Upper Pay Scale	
1 (minimum)	£57,632
2	£60,464
3 (maximum)	£62,496

ECTs will be paid not less than MPS1 in their first year; and not less than MPS2 in their second year (subject to successful completion of their End of Year 1 Formal Assessment).

Unqualified teachers

4.4 The Charter Schools Educational Trust has established the following pay scale for unqualified teachers employed in classroom teacher posts. These represent the STPCD advisory pay scales for unqualified teachers.

4.5 Any teacher who obtains qualified teacher status must be transferred to a salary within the main pay scale, at a salary which is the same or higher than their unqualified teacher salary.

Unqualified (UNQ) Spine Point	Amount (£)
UNQ1	£28,343
UNQ2	£30,935
UNQ3	£33,528
UNQ4	£35,814
UNQ5	£38,402
UNQ6	£40,994

Headteachers / Principals, and other leadership group roles

4.6 The pay range, and pay on appointment, for Headteacher / Head of School / Executive Headteacher posts will be determined by our Trust CEO on behalf of our Trust Board in conjunction with the relevant Education Director and Trust Director of People, taking into consideration the criteria specified in the STPCD (e. g. school group size) and ensuring fair pay relativities.

- 4.7 The Headteacher, in conjunction with their Education Director, will determine the size and composition of the rest of the leadership group, and will review its membership annually. All members of the leadership group will have substantial strategic responsibilities for school leadership and management.
- 4.8 The Headteacher will use a 5-point remuneration pay range for these leadership group posts when they propose to make new appointments or where there is a significant change in responsibilities of serving leadership group members, taking into consideration the criteria specified in the STPCD and ensuring fair pay relativities within the school and between schools. Education Directors and Trust Director of People must approve, and HR Business Partners may assist with providing information. Evidence of benchmarking should be retained for new posts.
- 4.9 For payroll purposes, and to help monitor fairness and consistency, schools are expected to define leadership group pay ranges and/or pay points with reference to the scale set out below.

Leadership Spine Point	2025/26
L1	£61,554
L2	£62,857
L3	£64,187
L4	£65,538
L5	£66,935
L6	£68,361
L7	£69,942
L8	£71,327
L9	£72,858
L10	£74,479
L11	£76,154
L12	£77,691
L13	£79,385
L14	£81,120
L15	£82,888
L16	£84,841
L17	£86,566
L18	£87,619
L19	£90,446
L20	£92,447
L21	£93,556
L22	£96,594
L23	£98,737
L24	£99,951
L25	£103,211
L26	£105,521
L27	£106,823
L28	£110,327

L29	£112,823
L30	£115,382
L31	£116,827
L32	£120,678
L33	£123,438
L34	£126,247
L35	£127,863
L36	£132,092
L37	£135,141
L38	£138,235
L39	£139,965
L40	£144,656
L41	£148,028
L42	£151,483
L43	£153,490

5. Pay Progression

- 5.1 Pay progression is automatic and annual for all teachers within until they reach the top of their range. This includes Early Career Teachers (ECTs), unqualified teachers, classroom teachers (on the main and upper pay ranges), lead practitioners and those on the leadership scale. Pay progression is not linked to performance. The Trust will ensure that appropriate funding is allocated for pay progression for all teachers. Funding issues will not be used as a criterion to refuse pay progression.
- 5.2 Although pay increases are no longer dependent on the outcome of a performance management process, there is an expectation that the standards and procedures set out in our Trust's Professional Development and Appraisal Review (PDAR) Policy will be met and adhered to e.g. expectation that the Teachers' Standards will be met, annual and midyear reviews, lesson observations, setting of development priorities and monitoring of performance against these, discussing development needs and behaviours in line with the Trust values. Where there are concerns, these will be dealt with under the PDAR Policy / Capability Procedure.
- 5.3 Headteacher will review and approve annual salary increases for teachers who have completed a year of employment since the previous annual pay determination.
- 5.4 Our Trust has separated pay from performance management and colleagues who are not at the top of their pay scale (or individual salary range, if applicable) will automatically receive a one-step pay increase unless they are subject to the formal capability procedures and, despite support being provided by the school, sufficient progress has not been made to resolve those concerns. This includes the statutory processes for ECTs in the same way. In these cases, the colleague will not be eligible for automatic pay progression. However, pay progression may still take place following successful completion of a support plan. This will be applied from the start of the next month following successful completion and will not be backdated.

If a Headteacher requires clarification around the application of these clauses, they should speak with their Education Director or Trust Director of People.

- 5.5 Accelerated progression (e. g. two-steps) will remain available for Headteachers to use as an exceptional basis to reward exceptional performance, subject to usual pay moderation processes and approval by the relevant Education Director. This is a discretionary Headteacher decision, and not something that a colleague “applies for” (with the exception of early applications to move from MPS to UPS). Any decision to give accelerated progression must be based on compelling evidence of impact, and exceptional performance above and beyond the Teacher Standards which sets a colleague out amongst their peers. As the award of accelerated progression is discretionary it is not subject to the pay appeal process.
- 5.6 Where teachers have joined a school part way through the year, they will be eligible for salary progression the following September, unless their appointment letter or contract of employment states that alternative arrangements will apply.
- 5.7 Pay changes as a result of the annual pay review will be with effect from 1 September. The school’s budget planning process must ensure that appropriate funding is allocated for pay progression for all eligible teachers.

6 Movement to the Upper Pay Scale

- 6.1 Our expectation is that the majority of colleagues will want, and be able to, progress from the Main Pay Scale (MPS) to the Upper Pay Scale (UPS).

Teachers already on MPS6 will be automatically considered by the Headteacher for movement to UPS as part of the PDAR process. They will not be required to make an application. If there is any reason why a colleague is reluctant to move to UPS, this should be fully discussed with their Reviewer. Even if a teacher indicates at the start of their MPS6 year that they don’t want to be considered for UPS, they should still be encouraged / supported in their development towards UPS progression throughout the year wherever possible. If their Reviewer considers that they meet the criteria for progression at the end of the year and wants to recommend them for UPS progression a further discussion with the colleague should take place, however the final decision to refuse progression rests with the colleague.

- 6.2 In our Trust a teacher on the UPS will have excellent depth and breadth of knowledge, skill and understanding, and will make a wider contribution outside their own classroom. They are not expected to take on a ‘whole school’ project or other new responsibility in order to progress.
- 6.3 STPCD states that “an application from a qualified teacher will be successful where the relevant body is satisfied:
 - a) that the teacher is highly competent in all elements of the relevant standards;

and

b) that the teacher's achievements and contribution to an educational setting or settings are substantial and sustained."

The rest of this section of the Policy, and Annex 2, sets out the process for moving from MPS to UPS and sets out how our Trust interprets the criteria set out above. Examples of substantial and sustained contribution include, but are not limited to, the mentoring of colleagues.

6. 4 UPS should not be seen as a payment to reward taking on specific additional duties. However, additional responsibilities already remunerated by a TLR may be used to demonstrate a wider contribution (see 6. 17).

Preparation

6. 5 Colleagues and reviewers should begin a conversation around UPS progression at the start of their MPS6 year (or sooner if requested) so that the PDAR process can be focused on enabling the teacher to demonstrate that they are ready for UPS. This will also enable encouragement, support and appropriate CPD to be given.

In addition, to help colleagues to be successful in moving to UPS at the end of the year, there is an expectation that (if they are not themselves the reviewer) the Headteacher will liaise with reviewers of all colleagues at MPS6 at the start of the year (objective setting) and the mid-year review point (progress is on track).

For the avoidance of doubt, it should be noted that:

- the reviewer carries out the PDAR process, is responsible for helping and supporting the teacher prepare for UPS and may make a recommendation to the Headteacher about the teacher's readiness for UPS (on the planning and review form).
- the Headteacher reviews the teacher's readiness to move to UPS, taking into account the information from the PDAR process, and makes the decision on whether or not the teacher will progress to UPS. If they do not agree with the Reviewer's recommendation, this will be discussed with the Reviewer and colleague - see 6.20 below.

Notification

6. 6 As stated at 6. 1, colleagues already at MPS6 will be automatically considered for UPS.
- 6.7 Teachers not already on MPS6, who wish to put themselves forward to be paid on the UPS, must notify their Headteacher in writing between 1st September and 15th October each year. The notification should provide confirmation that they believe they meet the eligibility criteria set out in Annex 2. The notification should be appended to the Planning & Review Form. A template for requesting to move to

UPS is also provided at Annex 2; a request does not have to be made on this template to be considered.

Evidence

- 6.8 The evidence to be used will be only that available through the PDAR process (see Professional Development and Appraisal Policy).

There is no requirement or expectation to submit any additional evidence. However, if the teacher chooses to do so then this must not be discounted by the Headteacher and can be taken into consideration.

- 6.9 When considering a wider contribution outside their own classroom, the expectations placed on colleagues who work part time should be reasonable and proportionate to the hours that they work.
- 6.10 A teacher transferring to join our Trust at MPS5 or 6 may present a combination of evidence from their time in our Trust and their previous school. Our Trust undertakes to review the evidence from a previous school and make clear whether it is considered strong enough. Our Trust does not wish colleagues to be disadvantaged by changing employer but is also mindful of the need to consider and maintain performance expectations within our Trust. Colleagues are therefore recommended to discuss this evidence with their manager at the earliest opportunity.
- 6.11 If a teacher is simultaneously employed at another school (s) outside of our Trust, they must submit a separate notification if they wish to apply to be paid on the Upper Pay Scale in that school. The Charter Schools Educational Trust will not be bound by any pay decision made by another school.
- 6.12 If a teacher is simultaneously employed at more than one Charter Schools Educational Trust school, this should be made clear in their notification. The Headteacher receiving the notification should seek advice from Trust Director of People.

Assessment of request

- 6.13 Movement on to the UPS is not automatic, and it should not be seen as an extension of the main pay scale.
- 6.14 Movement to UPS will be successful where the Headteacher is satisfied that the teacher has met the criteria set out in Annex 3.
- 6.15 Holding a TLR does not automatically entitle someone to move to UPS, but work carried out as part of TLR responsibilities may be used to demonstrate wider contribution outside the classroom.

- 6.16 The evidence available will be assessed by the Headteacher and they will make the final decision. This will have regard to the two most recent PPDRs (unless exceptional circumstances apply).
- 6.17 If the Headteacher does not intend to recommend progression they must discuss this with the reviewee. A record of this conversation must be made and kept on the individual's HR file. The colleague may provide additional information/evidence to the Headteacher at this point in support of their application, which may (or may not) change the Headteacher's decision. This discussion also acts as Step One (informal resolution) of the appeals process.

Approval of pay change

- 6.18 The teacher will be informed of the Headteacher's decision in writing by 30th November at the latest and should be informed of the appeals process (Annex 3 and 4).
- 6.19 If successful the teacher will move to the UPS from the previous 1st September.
- 6.20 If unsuccessful, feedback will be provided in writing, covering the reasons for the decision, and making specific reference to any areas for further development so that the colleague can be supported and guided to move to UPS in the future.
- 6.21 UPS salary levels are permanent within our Trust.

7 Part-Time Teachers

- 7.1 Teachers employed by The Charter Schools Educational Trust on permanent, fixed term or temporary contract basis and who work less than a full working week are deemed to be part-time.
- 7.2 The salary of any person appointed as a part-time teacher must be determined in accordance with the pro-rata principle as set out in the STPCD.
- 7.3 The Headteacher will provide the teacher with a written statement detailing their working time obligations and the mechanism used to determine their pay, subject to the provisions of the statutory pay and working time arrangements.
- 7.4 Pay for part time colleagues working ad hoc on days they are not usually contracted to work will be calculated, based on their usual rate of pay, in accordance with paragraph 8. 2.

8 Short Notice / Supply Teachers

- 8.1 Teachers employed directly by The Charter Schools Educational Trust on a day to day or other short notice basis will be paid on a daily or hourly basis for the role they are performing.
- 8.2 Teachers paid on a daily basis will have their salary paid at 1/195 x annual salary, which includes an element of holiday pay. Teachers who work less than a full day

will be paid at the daily rate above, then divided again by 6.5 hours, to arrive at the hourly rate.

- 8.3 A short notice teacher employed either by an individual School, or across a number of Trust Schools, throughout a 12-month period beginning in August or September must not be paid more in respect of that period than they would have received had they been in regular employment with our Trust throughout the period.

9 Pay Increases Arising from Changes to the STPCD 2024

- 9.1 The pay scales in this policy have been uplifted in line with STPCD 2024 and will be uplifted annually in line with changes to the STPCD.

10 Discretionary Allowances and Payments

Teaching and Learning Responsibility Payments (TLRs)

- 10.1 The Headteacher must keep under review how many leadership group posts and other posts are needed in their school's staffing structure and whether a TLR1 or TLR2 is an appropriate part of that structure and, if so, the appropriate cash values in light of the criterion and factors set out below. The responsibilities for which a TLR1 or TLR2 is awarded should be clearly set out in the job description for the post.
- 10.2 TLRs will be awarded to a teacher whose post requires them to undertake 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 accountable.
- 10.3 TLR payments must be made on objective criteria, with consideration to fairness and consistency across The Charter Schools Educational Trust, and equal pay legislation.
- 10.4 TLR payments should not be used for recruitment and retention purposes.
- 10.5 The Headteacher is responsible for ensuring that the criteria for payment of TLRs and SEN allowances have been met.

TLR1 and TLR2

- 10.5 Our Trust pays TLR1 and 2 payments to teachers in accordance with the pay scales specified in the STPCD, as updated from time to time, and the following levels and values will apply:

T LR 2 A (minimum)	£3,527
T LR 2 B	£6,062

T LR 2 C (maximum)	£8,611
T LR 1 A (minimum)	£10,174
T LR 1 B	£12,514
T LR 1 C	£14,863
T LR 1 D (maximum)	£17,216

- 10.6 Before awarding any TLR1 or 2 payment, the Headteacher must be satisfied that the duties of a post 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 teacher's 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 groups of pupils; and
 - involves leading, developing and enhancing the teaching practice of other staff.
- 10.7 In addition, before awarding a TLR1 payment, the Headteacher must be satisfied that the significant responsibility referred to above includes line management responsibility for a significant number of people.
- 10.8 Teachers will not be required to undertake substantial permanent additional responsibilities without payment of an appropriate permanent TLR1 or TLR2 payment.
- 10.9 A TLR1 or TLR2 is a payment integral to the responsibilities of a permanent post within a School's staffing structure and therefore:
- may be shared between two people when job-sharing a post
 - may be paid on a temporary basis, with no safeguarding, where a teacher occupies a post attracting the allowance in the temporary absence of the post-holder (for example, cover for secondment, maternity or sick leave, or vacancies pending permanent appointment)
- 10.10 For teachers working part-time, the same annual values are paid unless the area of responsibility is shared proportionally with another teacher. In this case, the part-time teacher will receive a proportional amount of the TLR depending on the

division of responsibility with the total amount shared between colleagues equalling the full time equivalent.

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

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

TLR3

10.12 Before making any TLR3 payment, the Headteacher must be satisfied that:

- the responsibilities meet at least two of the criteria listed in section 10. 6 above, and
- they are being awarded for clearly time limited school improvement projects or externally driven responsibilities where there is a genuine development or operational need, and
- the responsibilities are not a permanent or structural requirement which should instead be rewarded by means of a permanent TLR payment.

10.13 TLR3 opportunities should be advertised internally before being awarded.

10.14 Where the Headteacher wishes to make TLR3 payments, the proposed responsibilities, level of payment (within the scale of £702 to £3,478 per annum, paid pro rata for the duration of the fixed term) and the duration of payment will be set out clearly in writing.

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

10.16 Any such payments will be reported to the relevant Education Director

10.17 TLR3 s can only be made to qualified classroom teachers. They may be made to existing TLR1 or TLR2 post-holders, where it is clear that the additional temporary responsibilities fall outside those already rewarded via the TLR1/2.

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

Special educational needs and Disabilities (SEND) allowances

10. 19 The Headteacher will award SEND allowances in accordance with the criteria and provisions set out in the STPCD, and the following levels and values will apply (pro rata for part time staff):

SEND Minimum	£2, 787
SEND Maximum	£5, 497

10.20 A SEND allowance will be paid to a classroom teacher:

- a) in any SEND post that requires a mandatory SEN qualification and involves teaching pupils with SEND;
- b) in a special school;
- c) who teaches pupils in one or more designated special classes or units in any school.

10.21 When awarding SEND allowances the Headteacher should take into account the structure of the School's SEND provision and:

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

10.22 SEND allowances should be reviewed annually by the Headteacher to ensure the criteria for the allowance are still met in light of the role performed by the post-holder.

Holders of SEND allowances:

- must have the relevant responsibilities clearly specified in their job description
- should be clearly identified in the school's published staffing structure
- must not be receiving a SEND allowance for something that would be more appropriately rewarded via a TLR payment instead (they should not receive both a SEN and TLR allowance for the same responsibilities)
- should not be carrying out tasks that would be more appropriately undertaken by support staff

10.23 SEND allowances may be held at the same time as TLRs but should not be used for the purposes of recruitment and retention. SEND allowances are subject to salary protection (safeguarding).

Acting allowances

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

10.26 The Headteacher will determine whether or not an acting allowance is to be paid and, if so, the appropriate point on the pay scale which shall not be lower than

the minimum of the pay scale for the role in question. All acting allowances for leadership posts require agreement and advice from the Trust Director of People to ensure equity and consistency.

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

11. Other Payments

- 11.1 The Headteacher, or Education Director upon the recommendation of the Headteacher where additional approval is required, may approve other payments as they see fit. To ensure fairness and consistency, academies should follow the rates specified by our Trust for certain activities. If no rate has been specified, a School should document the rates and circumstances when such other payments would be made.
- 11.2 Information on whether or not other payments are pensionable or not is at Annex 5; care must be taken that payments are correctly recorded in the payroll system.

Continuing professional development outside directed time

- 11.3 Additional payments will be made to teachers (including the Headteacher) who agree to undertake such activities, where payment of these is agreed in advance with the Headteacher (or the Education Director for the Headteacher, or where costs are outside of agreed budgets).
- 11.4 Additional payments will be paid, at a level reflecting the responsibility and size of the commitment.
- 11.5 Our Trust recognises that such activities are entirely voluntary and that some teachers' commitments will make it difficult for them to undertake such activities. Where teachers cannot attend CPD organised outside the school day, Schools will endeavour to offer suitable alternative training arrangements within directed time in line with our Trust's commitment to equal opportunities.

Summer Schools

- 11.6 Subject to prior agreement with their Headteacher, teachers (inc. Leaders) who volunteer to work as part of Summer School (or other school holiday) programmes will be paid their usual hourly rate of pay for the hours worked, up to a maximum hourly rate equivalent to Leadership 5.

School-Led Tutoring

- 11.7 Subject to prior agreement with their Headteacher, teachers volunteering to do additional tutoring outside of directed time will be paid their usual hourly rate up to a maximum of UPS3. Wherever possible, additional earning opportunities will

be offered internally first. If a school needs to go externally (e.g. agency), they can flex the rate offered dependent on the market in order to secure the resource needed.

Other out of school learning activities

- 11.8 Other activities that may attract payment at a rate determined in accordance with local needs include (but are not limited to) breakfast and homework clubs, sporting activities, other activities and clubs linked to curricular, arts and hobby interest areas if these fall outside of directed time.

Professional Mentors for Initial Teacher Training (I T T)

- 11.9 Colleagues acting as a 'Professional Mentor' take a lead role on ITT in their school and will be given adequate time / release from timetable to carry out their role. This activity is generally remunerated as part of a UPS responsibility or leadership role or broader TLR.

Honoraria

- 11.10 The Headteacher will not pay any honorarium to any member of the teaching staff for carrying out their professional duties as a teacher, recognising that there is no provision within the STPCD for the payment of bonuses or honoraria in any circumstances.

12 Recruitment and Retention Payments

- 12.1 Recruitment and retention incentives and benefits can be used where a Headteacher believes this is necessary to:
- attract suitable candidates for a post which has been or is considered to be difficult to fill
 - retain the skills and expertise of a teacher, particularly in a specialist area or where it is considered that the subsequent vacancy would be hard to fill

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

- 12.2 Headteachers (with Education Director approval prior to communication) are free to determine the value of any award, within the powers delegated to them for managing their School's budget, according to the circumstances of each case but taking into account salary relativities across the School's structure and known staffing changes in the future, and a payment should normally not exceed £5,590 per annum.
- 12.3 The duration of the payment, and whether it is monthly, periodic, or one-off will be determined according to the circumstances of the case. Initially this may be for a maximum period of two years but will then be subject to annual review by the Headteacher which may extend the period if appropriate.

- 12.4 Where a Headteacher decides to make recruitment and retention payments to teachers, the level, duration and criteria for such payments will be set out clearly. The written notification should include:
- Whether the award is for recruitment or retention
 - The nature of the award (for example, cash sums, travel, housing costs)
 - When and how it will be paid (if applicable)
 - The start date and expected duration of the incentive (unless it is a one-off payment)
 - The review date after which it may be withdrawn
 - The basis for any uplifts which will be applied (if applicable).
- 12.5 The Trust Director of People in conjunction with the Education Directors, will conduct an annual review of recruitment or retention payments outcomes of this review will be reported to the Trust's People and Pay Committee.
- 12.6 Normally a recruitment or retention payment will be financial, but where appropriate, a Headteacher may consider other benefits e. g. relocation expenses, payment for a travel season ticket. These benefits may be taxable, and advice should therefore be sought prior to considering the introduction of such benefits.
- 12.7 Headteachers, Deputy Headteachers and Assistant Headteachers should not be awarded any recruitment or retention payments other than as reimbursement of reasonably incurred housing or relocation costs. All other considerations must be taken into account when determining the pay scale for the role.
- 12.8 These payments should be used in a way that best helps to recruit or retain in the particular circumstances concerned and should be kept under review. Offering a one-off lump sum "golden hello" at the point of recruitment is not recommended (other than as reimbursement of relocation costs). Example uses of a recruitment or retention payments are set out below as a guide:

<p>An additional monthly payment to bring salary up to a higher level, with the amount decreasing annually as the colleague moves up the pay scale. E. g.</p> <p>Year 1, make salary up from M PS3 to M PS6 equivalent</p> <p>Year 2, make up salary from M PS4 to M PS6</p> <p>Year 3, make salary up from M PS5 to M PS6</p> <p>Year 4, colleague moves to M PS6 - no additional payment</p>	<p>Advantage - a higher salary could help to recruit / retain, but without it being an open-ended arrangement which is hard to get out of without damaging morale. There would be nothing to stop a new / different agreement being made in year 3 or 4 if appropriate, to supersede the old one.</p>
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<p>A 'promise to pay' £x at the end of a defined period (lump sum, or instalments). This could be as straightforward as still being in post, or could be subject to certain criteria e. g. in return for delivery of x, y, z; or not being in any disciplinary / capability procedure.</p> <p>Speak to your Trust Reward and Data Manager about the wording of any such clauses.</p> <p>E. g. (amounts are for example)</p> <p>After year 1 £250 payment</p> <p>After year 2 £500 payment</p> <p>After year 3 £1000 payment</p> <p>Subject to being in post and not having tendered resignation at 31 August, successful performance (not being on a documented informal or formal support plan during the year), and not being in a current disciplinary procedure.</p>	<p>Advantage - more likely to retain the person until a set date than £x per month (which just becomes normal pay), so useful where you want to retain a colleague until the end of a fixed term contract or academic year, or to make the additional payment contingent on the successful completion / delivery of something specific.</p> <p>Note: this must not be used to remunerate work which is appropriate to a T LR1/2 or 3</p>
<p>Additional £x per year, paid monthly.</p> <p>Amount either (a) increased by x% annually at same time as other % pay uplifts, or (b) a set figure which does not change.</p>	<p>Advantage - a straightforward salary addition which the colleague can compare with offers from elsewhere, and benefits from immediately. No conditions.</p> <p>Disadvantage - quickly becomes seen as usual pay, and as a permanent addition to salary. Hard to remove.</p>

Another example might be a specific package aimed at attracting & retaining geographically distant recruits (e. g. International, Northern Ireland) which could include support for a 'house hunting' visit, and/or trips back home to visit family during the first year of employment.

13 Safeguarding

13.1 The Charter Schools Educational Trust will operate pay safeguarding arrangements in line with the provisions of the STPCD. There will be no safeguarding of TLR3 payments.

14 Appeals

- 14.1 The arrangements for considering appeals on pay determination are set out in Annex 3 and Annex 4 of this Policy.

15 Monitoring the Impact of, and Reviewing the Policy

- 15.1 The Trust Board, via its People and Pay Committee, will monitor the outcomes and impact of this policy, in line with equalities legislation and the Trust's values and principles, on a regular basis.
- 15.2 Our Trust will consult trade union representatives when reviewing this policy and its provisions; this will take place on an annual basis.

Annex 1 - Template letter for notifying pay decisions (annual salary statement)

Name Address

Date

Dear (Name),

Annual Pay Progression/Statement

I am writing to confirm your pay with effect from 1 September 20 xx:

	Current	New (if different)
Pay scale / pay point (e. g. M PS 3)		
Full time equivalent salary		
Allowances (e. g. T LRs)		

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

You have the right to make representations and appeal about any aspect of your pay, which you should exercise within 10 working days of receiving this letter. Further details can be found in Annex 3 of our Trust's Pay Policy.

Thank you for your continued hard work.

Yours sincerely

Name

Job Title

Annex 2 - Upper Pay Scale criteria

This Annex should be read in conjunction with section 6 of the Policy.

The criteria set out below are provided to assist decision-making, and to help engender fairness and consistency of approach across our Trust when considering movement to, and up, the Upper Pay Scale.

1. The teacher is highly competent

The teacher demonstrates through their classroom practice that they are highly competent in all elements of the Teachers' Standards, and that they:

- 1.1 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.
- 1.2 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.
- 1.3 Have up to date knowledge and understanding of the different types of qualifications and specifications and their suitability for meeting learners' needs.
- 1.4 Have a more developed knowledge and understanding of their subjects/curriculum areas and related pedagogy including how learning progresses within them.
- 1.5 Have sufficient depth of knowledge and experience to be able to give advice on the development and wellbeing of children and young people.
- 1.6 Are 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.
- 1.7 Have teaching skills which lead to learners making good progress and achieving well (taking a holistic view of all cohorts taught, and taking into account contextual factors).
- 1.8 Work effectively as a team member

2. The teacher's achievements and contribution are substantial

There is evidence to demonstrate that the teacher has made a wider contribution outside of their own classroom, generally within their own school but it could be within the wider Trust. This may be within their department; it does not have to be "whole

school". This is about carrying out activities / having an influence, without necessarily having a tangible, measurable, impact. This will generally be evidenced via the objectives set / within the PPDR documents (Planning & Review Form).

For example, this could be in relation to one of the following:

- implementing workplace policies and practice, and/or promoting collective responsibility for their implementation
- contributing to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback (e. g. I T T, Teach First, being a teacher coach, training colleagues in a particular skills/knowledge area).
- leading extra curricular activities, clubs, etc
- through carrying out their TLR responsibilities, e. g. subject or key stage leads
- designing schemes of learning in specialisms across departments
- implementing whole school strategies (e. g. class charts or homework)
- playing a key role in developing a subject or area of curriculum (e. g. reading, approach to student assessments, key pedagogical strategies, forest schools)
- research into a particular area, that has gone on to inform wider practice within the school

Notes:

- wider contribution does not need to be continuous, but will be more than a single short term one off event
- where applications to move from MPS to UPS are being considered, this wider contribution will generally be within the preceding 12 months (with exceptions as outlined previously for maternity leave, disability related absence, etc)
- when considering colleagues already at U P S, the expectation is that a wider contribution will be evident in each performance review year

(but the type of wider contribution may vary across this period)

3. The teacher's achievements and contribution are sustained

This is usually evidenced through two years' of successful performance reviews for colleagues already working at UPS.

For colleagues requesting to move to UPS, this is usually evidenced through two years' of successful performance reviews which demonstrate, within the year prior to application, point 1 (highly competent) and point 2 (wider contribution). There are exceptions to this (see paragraphs 6. 9 to 6. 12 above).

Note regarding TLRs

UPS should not be used to pay for responsibilities which should be remunerated via a TLR (see section 10, and 10. 6 in particular). TLRs are payable for defined and documented additional responsibilities within any school's staffing structure, where a colleague is accountable for a tangible outcome and having a clear, measurable impact on an ongoing basis (TLR1/2) or defined period (TLR3).

Each school is responsible for its own structure, and may allocate responsibilities differently, but some examples are below:

The work done in carrying out a TLR may be used to evidence 'wider contribution'.

This letter is only relevant to colleagues seeking accelerated progression. Colleagues already on MPS6 do not need to make a request.

Application to be paid on the Upper Pay Scale (example request letter)

To: [Headteacher Name]

I am writing to ask that you consider my request to move to the Upper Pay Scale.

I believe that I meet the criteria for progression set out in Annex 2 of the Teachers' Pay Policy, and that:

- I demonstrate through my classroom practice that I am highly competent in all elements of the Teachers' Standards
- I have made a wider contribution to the school (or Trust) outside my own classroom
- My achievements and contributions are sustained.

Please find attached copies of the Planning & Review Forms from my mid-year and end-of-year Performance & Professional Development reviews over the last two years.

[Teacher Name]

[Date]

Notes:

1. The two-year period specified above may be varied in certain circumstances, please see Section 6 of the Pay Policy.
2. There is no requirement or expectation to provide any further information/evidence over & above the Performance & Professional Development Review Forms for the relevant period. However, if the teacher chooses to do so then this must not be discounted by the Headteacher and can be taken into consideration.

Annex 3 – Appeal Process

Introduction

Our Trust is committed to ensuring that appeals against pay decisions are appropriately considered.

Informal resolution: Step One

A reviewee who is dissatisfied with a pay recommendation should have the opportunity to discuss the recommendation with the Headteacher. This conversation must take place in relation to any requests to move to the UPS which are not being agreed by the Headteacher (see section 6 above), but is at the reviewee's discretion in other cases. A record should be made of this conversation which should be placed on the individual's HR file.

Colleagues may put forward additional information for consideration in support of their case at this point.

This stage in the process will help to ensure that pay decisions are transparent and fair. The opportunity to discuss a pay decision may also help to mitigate the need for a more formal appeal.

Headteachers should have the opportunity to discuss the recommendation and resolve matters informally with their Education Director, prior to the recommendation being made to the CEO. The Headteacher may make written representations to the CEO.

Formal Resolution: Step Two

If it is not possible to resolve matters informally with the Headteacher and the reviewee believes that an incorrect pay recommendation is being made, they should raise this with the Education Director setting out the grounds for not agreeing with the Headteacher's pay decision and including any information that they wish the Education Director to consider.

The Education Director undertakes to fully consider this information and review the decision with the Headteacher. To be clear, the decision remains that of the Headteacher, but this step gives an opportunity for reflection.

The outcome of this review may be to either (a) the Headteacher amends their decision, or (b) the Headteacher confirms their decision. The outcome will be confirmed in writing.

The CEO undertakes to fully consider any written representations made by a Headteacher as part of their decision-making process.

Step Three: Formal appeal

If Step Two has not resolved the matter, they have the right to raise an appeal. This right of appeal exists whether or not step one and/or step two have been undertaken,

but it is strongly recommended that these preceding steps are taken prior to raising a formal appeal.

For appeals in relation to movement from MPS to UPS, a single panel will be established to hear all appeals from across our Trust, to ensure consistency of approach.

Appeals raised by Headteachers and Central Team will be heard by a panel of three members of our People and Pay Committee.

All other appeals will be heard by the CEO.

The decision of the appeal hearing will be final.

The following list, which is not exhaustive, includes the usual reasons for seeking a review of a pay determination: That the person who made the decision:

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

Formal Appeal Process

1. The teacher receives the written confirmation of the pay determination and where applicable the basis on which the decision was made, and to whom any appeal should be submitted.
2. The teacher should set down in writing the grounds for the appeal and send it to the person identified in the written confirmation as receiving appeals, within ten working days of the notification of the decision being received.
3. A formal hearing will be arranged for the teacher to present their case and further evidence, normally within 20 working days of the appeal being received. The colleague must be given ten working days' notice of the appeal hearing. The teacher is entitled to be accompanied by a colleague or union representative; this person may present the case but should not answer questions on behalf of the employee. If a union rep is not available the appeal hearing may be postponed by 5 working days.
4. The teacher will be given the opportunity to make representations in person, to call witnesses, provide evidence, and to ask questions (see Annex 5 for order of proceedings).
5. 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.

6. The appeal panel's decision is final and there is no recourse to the Grievance Procedure.

Annex 4 - Order of Proceedings for a Pay Appeal Hearing

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

Chair carries out Introductions

- Introduce those present and explain why they are present and their role at the Appeal Hearing.
- Explain the purpose of the Appeal Hearing in line with our Trust's Pay Policy, to understand the points of appeal and to consider whether the decision of the Headteacher should be upheld or not.

Chair outlines the order of proceedings:

- Colleague will state their case
- Headteacher asks questions
- Chair asks questions of the colleague, and then invites panel (if applicable) to ask questions
- Headteacher will state their case
- Colleague asks questions
- Chair asks questions of the Headteacher management, invites panel (if applicable) to ask questions

Colleague (or their representative) presents their case:

- What is the evidence that supports their case
- Introduces any witnesses
- Headteacher can question
- Chair asks questions, then opens the discussion to the panel (if applicable).

Headteacher presents management case:

- What is the evidence that supports the disputed pay decision?
- Introduces any witnesses
- Colleague can ask questions
- Chair asks questions, then opens the discussion to the panel (if applicable).

End of hearing:

- Chair asks the Headteacher to sum up
- Chair asks the colleague and their representative side to sum up
- Chair ends the hearing and advises the colleague that the decision will be communicated within 5 working days and that the decision of the appeal hearing is final.

Annex 5 - Pensionable v Non-pensionable payments

The information below has been collated from the Teachers' Pensions Scheme (TPS) website.

"Normal pensionable salary"

The following would be included in the members annual salary so will be included in the banding calculation (i. e. pensionable):

- Basic Salary
- Recruitment and Retention allowances
- Teaching and learning responsibilities (TLR)
- Special Educational Needs allowances (SEND)

Overtime

Whether or not overtime is pensionable depends on whether the teacher is in the Final Salary or Career Average scheme.

- Since 1 April 2015, overtime payments are treated as pensionable for any members in the Career Average arrangements.
- Overtime is not pensionable for protected or tapered members who remain in the Final Salary arrangements.

The TPS website states that overtime must be included on any service and salary returns for all members, regardless of the scheme arrangements that a member is in. Overtime should be shown in the period it's earned. This information is required for all members as some members may reach their transition date during a period of overtime. Overtime should be excluded from the calculation for the contribution tier.

Other payments

The following list of payments can be made in addition to a member's normal salary (for their job role and extra responsibilities) that would not be classed as overtime relating to teachers within the Career Average arrangement and therefore would not be pensionable:

Pensionable Payments	Non-Pensionable Payments These amounts are recorded separately on the payroll submission so it is really important they are processed correctly.
Out of School Learning Activities (OSLA) Contractual bonus payments	<ul style="list-style-type: none">• Honorariums• Profit related pay• First aid allowances

	<ul style="list-style-type: none"> • Travel allowances • Non contractual bonus payments • Ad Hoc one-off payments • Travelling or expenses payments • Any payment in lieu of notice to terminate a contract • Any payment to cover the loss of any contractual holiday pay • Any payment in respect of duties that are not part of their duty as a member (e. g. work that is clearly not related to their job as a teacher)
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Annex 6 – Upper Pay Scale assessment template

Teacher's name:

Assessment of Threshold Application.	
Upper pay scale criteria	Quality/robustness of evidence submitted (exceeds/meets/ does not meet)
Is this teacher highly competent in all elements of the teachers' standards?	Yes/No
If NO, please state areas of required improvement	
Are the teacher's achievements and contribution to the educational setting(s) substantial and sustained?	Yes/No
Please summarise the contribution and demonstrate how the teacher has impacted on their school(s). If there are shortcomings, please give examples of how this may be addressed in the coming year.	

Assessment of Threshold Application.

Overall Evaluation of assessment:

Assessment of Threshold Application.

Decision on threshold assessment	You have met/not met the criteria for threshold and will transfer onto the upper pay scale.