



ACET TEACHERS PAY POLICY

PHASE	JUNIOR & SECONDARY
POLICY LEAD	GEMMA SHORE (ACET Senior HR Manager)
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ASTON COMMUNITY EDUCATION TRUST

POLICY ON SCHOOL TEACHER'S PAY FOR 1ST SEPTEMBER 2021 – 31ST AUGUST 2022

1. PRINCIPLES

1.1 Principles

All teachers employed in Aston Community Education Trust are paid in accordance with the statutory provisions of the School Teachers' Pay and Conditions Document as updated from time to time. Teachers and unions have been consulted on this policy. All pay related decisions will be taken in compliance with relevant legislation and employment law. All pay-related decisions are made taking full account of academy improvement plans.

1.2 Pay Reviews

The Board of Directors will ensure that every teacher's salary is reviewed with effect from 1st September each year and give them a written statement setting out their salary and any other financial benefits to which they are entitled. Where applicable, the written statement will give information about the basis on which any pay determination was made as a result of the review.

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.

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

2. DETERMINATION OF PAY RANGES AND STARTING PAY POINTS ON APPOINTMENT

2.1 Chief Executive Officer (CEO), Executive Principals and Principals

Decisions on setting or amending pay / pay ranges for the above will be taken in accordance with the relevant paragraphs of the current STPCD which deal with the determination of the academy's head teacher group and head teacher pay range.

The Board of Directors will determine the pay range when they propose to make a new appointment, or at any time if they consider this necessary to reflect a permanent and significant change in the responsibilities of the post. Additional temporary responsibilities may be rewarded via an additional payment, not via an increase in the pay range or an alteration to the pay point within the existing pay range.

ACET policy on the determination of the pay range on appointment, and on permanent changes to the pay range, is set out in section 2.2.1 and Appendix 3 below. ACET policy on the use of temporary additional allowances is set out in sections 2.2.2 and 6.1 below.

2.2 Principals accountable for more than one academy/school

Where the academy joins, or has joined, one or more academy/schools to form a permanent or temporary partnership under one single Principal, governance arrangements will be established to oversee the pay and also the appraisal/performance management of the Principal for the duration of the partnership.

2.2.1 Principals accountable for more than one academy/school – permanent arrangement

Where the academy enters into a permanent arrangement where a Principal is appointed to lead more than one academy/school a new head teacher group will be determined by adding together the total pupil unit score of all of the academies/schools.

The pay range will be a seven point range within that head teacher group. The Board of Directors will determine the appropriate head teacher's pay range, and the starting pay point within this range. A new Principal will be placed at any of the three bottom points of the head teacher's pay range allowing for a minimum of four points for progression in subsequent years.

2.2.2 Principals accountable for more than one academy/school – temporary arrangement

Where the academy enters into a temporary arrangement where a Principal is temporarily responsible for one or more additional academies/schools, as well as their continuing role as Principal of their own academy/school, the additional responsibility will be rewarded via an additional payment, not via an increase in the head teacher's pay range or an alteration to the pay point within the head teacher's existing pay range.

The total sum of additional payments to the Principal in any academic year must not exceed 25% of the annual salary payable to the Principal, and the total sum of salary and other payments made to the Principal must not exceed 25% above the maximum of the head teacher group. It should be noted that the 25% is the upper limit, it is not the expectation that discretionary payments will automatically be set at 25%.

In wholly exceptional circumstances, additional payments may exceed the limit set above, but only with the agreement of the Board of Directors, who must seek external independent advice and produce a business case, before seeking agreement.

Temporary arrangements will be limited to a maximum of two years while a permanent solution is being sought. The Board of Directors will clarify how (a) these arrangements will work in practice and (b) how the arrangements will be brought to an end.

Where the arrangement for the Principal is temporary, any adjustment to their pay and that of other teachers is also temporary, and safeguarding provisions will not apply when the arrangements cease.

2.3 Assistant Principals, Vice Principals and Assistant Vice Principals

Decisions on setting or amending pay / pay ranges for Assistant Principals, Vice Principals and Assistant Vice Principals will be taken in accordance with the relevant paragraphs of the current STPCD which deal with the determination of the pay ranges for those staff.

The Board of Directors will determine the pay range when they propose to make a new appointment, or at any time if they consider this necessary to reflect a permanent and significant change in the responsibilities of the post (see section 2.4 for temporary changes).

ACET policy on the determination of pay ranges for Assistant Principals, Vice Principals and Assistant Vice Principals is set out in Appendix 3 below.

2.4 Temporary additional responsibilities for Assistant Principals, Vice Principals and Assistant Vice Principals resulting from a change in the role of the Principal

Where the Principal is temporarily responsible for more than one academy/school, consideration will be given to the pay of Assistant Principals, Vice Principals and Assistant Vice Principals. An increase in pay will only be agreed where the post accrues additional extra responsibilities as a result of the Principal enlarged role. It should not be assumed that an increase to the Assistant Principals, Vice Principals and Assistant Vice Principals pay is a requirement in all cases.

The Board of Directors may:

- Temporarily alter the pay point within the existing pay range
- Temporarily increase the pay range
- Consider the use of additional payments (see Section 6.1)

Where the arrangement for the Principal is temporary, any adjustment to their pay and that of other teachers is also temporary and safeguarding provisions will not apply when the arrangements cease.

Where an alteration in the responsibilities of an Assistant Principal, Vice Principal or Assistant Vice Principal becomes permanent, section 2.3 above will apply.

2.5 Leading Practitioners

Where a post of leading practitioner is created within the staffing structure, the Board of Directors will determine the individual pay range for that post (within the overall national pay range for leading practitioners).

2.6 Teachers on the Upper Pay Range

Teachers who have previously been employed on the upper pay range will **normally** be appointed on a salary:

- at least commensurate with their current salary level, and
- taking into account entitlement to performance related pay progression on the upper pay range (for September appointments) based on evidence from the previous employing academy/school.

In making the determination of starting salary, the Board of Directors may take into consideration a range of factors including:

- the requirement for, and value of, any relevant qualifications and experience, in relation to the post
- evidence of previous performance
- the wider academy context

2.7 Teachers on the Main Pay Range

Teachers will **normally** be appointed on a salary:

- at least commensurate with their current salary level, and
- taking into account entitlement to performance related pay progression on the main pay range (for September appointments) based on evidence from the previous employing academy/school.

In making the determination of starting salary, the Board of Directors may take into consideration a range of factors including:

- the requirement for, and value of, any relevant qualifications and experience, in relation to the post
- evidence of previous performance
- the wider academy context

2.8 Early Career Teachers (ECTs)

ECTs will **normally** be appointed on the minimum of the main pay range. The Board of Directors may decide to appoint at a higher salary.

In making the determination of starting salary, the Board of Directors may take into consideration a range of factors including:

- the requirement for, and value of, any relevant qualifications and experience, in relation to the post
- evidence of previous performance
- the wider academy context

2.9 Part-time Teachers

Teachers appointed on an ongoing basis in ACET but who work less than a full working day or week are deemed to be part-time. The Board of Directors will give them a written statement detailing their working time obligations and the mechanism used to determine their pay, subject to the provisions of the STPCD.

2.10 Short Notice / Supply Teachers

Teachers appointed on a day-to-day or other short notice basis have their pay determined in line with the statutory pay arrangements in the same way as other teachers. Teachers paid on a daily basis will have their salary assessed as an annual amount, divided by 195 and multiplied by the number of days worked.

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 6.5 to arrive at the hourly rate.

2.11 Unqualified Teachers

In making the determination of starting salary within the pay range for unqualified teachers, the Board of Directors may take into consideration a range of factors including:

- the requirement for, and value of, any relevant qualifications and experience, in relation to the post

- evidence of previous performance
- the wider academy context

2.12 Unqualified Teachers on employment based routes into teaching

In making the determination of starting salary within the pay range for unqualified teachers, the Board of Directors will pay an unqualified teacher registered on an employment based training route to QTS at least the minimum within the pay range for unqualified teachers (also see above 'Unqualified teachers' for discretion on starting salary).

In making the determination of starting salary within the pay range for unqualified teachers on employment-based routes into teaching, the Board of Directors may take into consideration a range of factors including:

- the requirement for, and value of, any relevant qualifications and experience, in relation to the post
- evidence of previous performance
- the wider academy context

3. DETERMINATION OF ANNUAL PAY PROGRESSION

3.1 Pay Recommendations

In making pay decisions the Board of Directors will make reference to the initial pay recommendation contained within the appraisal report. The date by which the appraisal cycle will be completed, and the resulting appraisal report made available, is determined by ACET and is specified in the Appraisal Policy.

In the case of ECTs, whose appraisal arrangements are different, pay decisions will make reference to the statutory induction process and the pay recommendation contained within the final assessment report.

For any teacher, it will be possible for a no progression determination to be made without recourse to the capability procedure. A no progression determination will be made where concerns about a teacher's performance arise which may be managed without recourse to capability.

3.2 Determining Pay Progression

The process for making decisions on the pay of teachers in ACET is set out below. The criteria for pay progression are detailed in full in Appendix 1.

1. The Board of Directors will make decisions about pay for all teachers including the Principal.
2. The Board of Directors agrees the academy budgets and will ensure that appropriate funding is allocated for performance pay progression at all levels. The Board of Directors recognises that funding cannot be used as a criterion to determine progression.
3. In accordance with the Appraisal Policy, where a recommendation on pay is required, it must be made in writing as part of the teacher's appraisal report. The Board of Directors must have regard to this recommendation in making their decision.
4. The appraiser may be the Principal or a member of staff to whom the Principal has delegated the

role of the appraiser. Where the role of appraiser is delegated, it is delegated in its entirety including the recommendation on pay.

5. Final decisions about whether or not to accept a pay recommendation will be made by the Board of Directors, having regard to the appraisal report and (with the exception of the pay progression of the Principal) taking into account advice from the Senior Leadership Team or the Principal.

3.3 Pay Appeals

The arrangements for considering appeals with respect to pay are as follows:

A teacher may seek a review of any determination in relation to his / her pay or any other decision taken by the CEO and considered by Directors (or a committee acting with delegated authority) that affects his / her pay.

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 Pay Policy;
- b) failed to have proper regard for statutory regulation or 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:

1. The teacher receives written confirmation of the pay determination and where applicable the basis on which the decision was made.
2. If the teacher is not satisfied, he/she should seek to resolve this by discussing the matter informally with the committee.
3. Where this is not possible or where the teacher continues to be dissatisfied, he/she may make a formal representation to the committee.
4. The teacher should set down in writing the grounds for questioning the pay decision and send it to the committee who made the determination.
5. The timescale for steps 1 – 4 in this process will be a period of ten working days from the original decision. Where there is a delay in meeting the individual to discuss the rationale for the decision, the timescale will be extended as appropriate.
6. The committee or person who made the determination should provide a hearing, normally within ten working days of receipt of the written appeal, to consider the representations and give the teacher an opportunity to make representations in person. Following the hearing the employee should be informed in writing of the decision and the right to appeal.
7. Any appeal should be heard by a panel of three governors who were not involved in the original determination, normally within twenty working days of the receipt of the written appeal notification. 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.

3.4 CEO, Executive Principals and Principals

In making any determination on pay progression for the CEO, Executive Principal or Principal, the Board of Directors must have regard to any recommendation on pay recorded in the individual's most recent appraisal report.

In agreeing movement up the pay scale, the Board of Directors will consider whether the individual has demonstrated sustained high quality of performance, having regard to the results of the most recent appraisal carried out.

Pay progression will normally be by one point in the course of one academic year, but movement by two points may be considered where performance is assessed as exceptional.

In making a determination on pay progression the Board of Directors will apply the criteria contained in Appendix One.

3.5 Assistant Principals, Vice Principals and Assistant Vice Principals

In making any determination on pay progression for Assistant Principals, Vice Principals or Assistant Vice Principals, the Board of Directors must have regard to any recommendation on pay recorded in the Assistant Principals, Vice Principal's or Assistant Vice Principal's most recent appraisal report.

In agreeing movement up the pay scale, the Board of Directors will consider whether the Assistant Principals, Vice Principal or Assistant Vice Principal has demonstrated sustained high quality of performance, having regard to the results of the most recent appraisal carried out.

Pay progression will normally be by one point in the course of one academic year, but movement by two points may be considered where performance is assessed as exceptional.

In making a determination on pay progression the Board of Directors will apply the criteria contained in Appendix One.

3.6 Progression to upper pay range for main range teachers

Any qualified teacher may apply to be paid on the upper pay range. Applications to be paid on the upper pay range from 1st September must be made in writing to the Principal before the final date of the appraisal cycle as specified in the Appraisal Policy.

An application from a qualified teacher will be successful where the Board of Directors is satisfied:

- a) that the teacher is highly competent in all elements of the Teachers' Standards
- b) that the teacher's achievements and contribution to the academy are substantial and sustained

In making a determination on pay progression the Board of Directors will apply the criteria contained within Appendix One. The terms 'highly competent', 'substantial' and 'sustained' will be understood using the further exemplification provided by DfE which is set out in Appendix One.

In making any determination on progression to the upper pay range, the Board of Directors must have regard to the two most recent appraisal reports and any recommendation on pay recorded in the

teacher's most recent appraisal report. In making any determination on progression the Board of Directors will take into account any advice from the Principal or the Senior Leadership Team.

In exceptional circumstances, where there is inadequate evidence within the appraisal reports, the Board of Directors may specify further evidence to be separately provided by the applicant in support of the application.

Following a successful application to progress to the upper pay range a teacher will normally be placed on the minimum of that range. The Board of Directors may decide to place the successful applicant at a different salary within the range having taken into consideration the value of any relevant qualifications and experience, and/or evidence of previous performance

3.7 Teachers on the upper pay range

The Board of Directors must consider annually whether or not to increase the salary of teachers not at the maximum of the upper pay range and, if so, by how much within the upper pay range. In making any determination on pay progression the Board of Directors must have regard to any recommendation on pay recorded in the teacher's most recent appraisal report.

In making a determination on pay progression the Board of Directors will apply the criteria contained within Appendix One.

3.8 Teachers on the main pay range

The Board of Directors must consider annually whether or not to increase the salary of teachers and, if so, by how much within the main pay range.

In making any determination on pay progression the Board of Directors must have regard to any recommendation on pay recorded in the teacher's most recent appraisal report.

In making a determination on pay progression the Board of Directors will apply the criteria contained within Appendix One.

3.9 Early Career Teachers (ECTs)

Upon successful completion of the first year of the induction period, and again upon successful completion of the second and final year of the induction period (including any extension to that period), where the ECTs contractual arrangement is continuing, the Board of Directors will increase the salary of the ECT. The salary will **normally** be increased of one reference point on each occasion.

The Board of Directors must have regard to the pay recommendation contained within the ECT's most recent assessment report in making their decision.

In making a determination on pay progression, the Board of Directors will apply the criteria contained with Appendix One.

3.10 Unqualified Teachers

The Board of Directors must consider annually whether or not to increase the salary of unqualified teachers and, if so, by how much within the pay range for unqualified teachers.

In making any determination on pay progression the Board of Directors must have regard to any recommendation on pay recorded in the teacher's most recent appraisal report.

4. SAFEGUARDING

4.1 Safeguarding

Decisions on safeguarding of pay will be taken in accordance with the relevant paragraphs of the current STPCD which deal with safeguarding.

5. ALLOWANCES

5.1 Teaching and Learning Responsibility Payments (TLRs)

TLR responsibility payments will be awarded in accordance with the provisions of the STPCD.

A Teaching and Learning Responsibility payment (TLR) may be awarded to a classroom teacher for undertaking a sustained additional responsibility, in the context of the academy staffing structure, for the purpose of ensuring the continued delivery of high quality teaching and learning for which the teacher is made accountable. Unqualified teachers may not be awarded a TLR.

The award may be while the teacher remains in the same post or occupies another post in the temporary absence of the post-holder.

5.1.1 Criteria for the award of TLR1 and 2

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

- a) 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 development across the curriculum;
- d) has an impact on the educational progress of pupils other than the teacher's assigned classes or groups of pupils; and
- e) involves leading, developing and enhancing the teaching practice of other staff

Before awarding a TLR1 the Board of Directors must be satisfied that the significant responsibility referred to in the previous paragraph includes in addition line management responsibility for a significant number of people.

Values

A teacher cannot hold a TLR 1 and 2 concurrently, but a teacher in receipt of a TLR 1 or 2 may also hold a concurrent TLR3.

5.1.2 Criteria for the award of TLR 3

Where appropriate, ACET will make use of the provision for fixed term TLRs (TLR3). A TLR3 may be awarded for time-limited academy improvement projects or one-off externally driven responsibilities. A TLR3 will be time-limited (with the duration of the fixed term determined at the outset), with payment made on a monthly basis for the duration of the fixed term.

Before awarding a TLR3, the Board of Directors must be satisfied that the teacher's duties include a significant responsibility that is not required of all classroom teachers, and that:

- a) is focused on teaching and learning
- b) requires the exercise of a teacher's professional skills and judgement
- c) has an impact on the educational progress of pupils other than the teacher's assigned classes or groups of pupils

Safeguarding does not apply to the cessation of a TLR3.

A teacher cannot hold a TLR 1 and 2 concurrently, but a teacher in receipt of a TLR 1 or 2 may also hold a concurrent TLR3.

5.2 Special Educational Needs allowances

SEN allowances will be awarded in accordance with the provisions of the STPCD.

The Board of Directors must award a SEN allowance to a classroom teacher:

- a) in any SEN post that requires a mandatory SEN qualification;
- b) in a special academy/school;
- c) who teaches pupils in one or more designated special classes or units in a academy/school or, in the case of an unattached teacher, in a local authority unit or service;
- d) in any non-designated setting (including any PRU) that is analogous to a designated special class or unit, where the post:
 - i. involves a substantial element of working directly with children with special educational needs;
 - ii. requires the exercise of a teacher's professional skills and judgement in the teaching of children with special educational needs; and
 - iii. has a greater level of involvement in the teaching of children with special educational needs than is the normal requirement of teachers throughout the academy/school or unit within the academy/school or, in the case of an unattached teacher, the unit or service.

5.3 Additional allowance payable to unqualified teachers

The Board of Directors may determine that such additional allowance as it considers appropriate is to be paid to an unqualified teacher where it considers, in the context of its staffing structure and pay policy, that the teacher has:

1. taken on a sustained additional responsibility which:
 - i. is focused on teaching and learning; and
 - ii. requires the exercise of a teacher's professional skills and judgment; or
2. qualifications or experience which bring added value to the role being undertaken.

6. ADDITIONAL PAYMENTS

6.1 Additional Payments

The Board of Directors may make such payments as they see fit to a teacher, including a Principal, in respect of –

- a) continuing professional development undertaken outside the academy day;
- b) activities relating to the provision of initial teacher training as part of the ordinary conduct of the academy;
- c) participation in out-of-academy hours learning activity agreed between the teacher and the Principal or, in the case of the Principal, between the Principal and the relevant body;
- d) additional responsibilities and activities due to, or in respect of, the provision of services by the Principal relating to the raising of educational standards to one or more additional academies.

The total sum of additional payments to the Principal in any academic year must not exceed 25% of the annual salary payable to the Principal, and the total sum of salary and other payments made to the Principal must not exceed 25% above the maximum of the head teacher group. It should be noted that the 25% is the upper limit, it is not the expectation that discretionary payments will automatically be set at 25%.

In wholly exceptional circumstances, additional payments may exceed the limit set above, but only with the agreement of the Board of Directors, who must seek external independent advice and produce a business case, before seeking agreement.

6.2 Recruitment and retention incentives and benefits

The Board of Directors may make such payments or provide such other financial assistance, support or benefits to a teacher as it considers necessary as an incentive for the recruitment of new teachers and the retention in their service of existing teachers.

7. APPENDIX 1 – PAY PROGRESSION BASED ON PERFORMANCE

7.1 Pay progression based on performance

In Aston Community Education Trust, all teachers are subject to annual appraisal. Appraisal is a supportive and developmental process that recognises teachers' strengths, informs plans for their future development, and helps to enhance their professional practice. The arrangements for teacher appraisal are set out in full in the appraisal policy.

Teachers' appraisal reports will contain a pay recommendation. Final decisions about whether or not to accept the pay recommendation contained within the appraisal report will be made by the Board of Directors, taking into account advice from the Senior Leadership Team or the Principal based upon their knowledge of the teacher's performance in the wider context of the academy, and drawing upon any relevant additional information available to the Leadership Team beyond the content of the appraisal report.

In ACET, the recommendation on pay contained within the appraisal report will indicate:

a) in respect of the objectives set for the appraisal cycle:

- the extent to which teachers have met the performance criteria specified within their objectives

b) in respect of overall performance:

- the extent to which teachers have fulfilled their job description and any leadership role
- the extent to which teachers have met the relevant standards at a level appropriate to their career stage

The rate of progression for all teachers will be differentiated according to an individual teacher's performance. Differentiation will lead to the award of 'standard', 'enhanced / faster', or 'no' progression. The criteria for each award are set out below.

7.2 Additional Criteria for progression to the upper pay range

Where a teacher is applying for progression to the upper pay range, the recommendation on pay contained within the appraisal report should additionally indicate the extent to which the teacher meets the criteria for progression (a) and (b) below:

- a) the teacher continues to be highly competent in all elements of the Teachers' Standards
- b) the teacher's achievements and contribution to the academy continue to be substantial and sustained

For the purposes of this policy:

'Highly competent' means:

Performance which is not only good but also good enough to provide coaching and mentoring to other teachers, to give advice to them and demonstrate to them effective teaching practice and how to make a wider contribution to the work of the academy, in order to help them meet the relevant standards and develop their teaching practice.

‘Substantial’ means:

Of real importance, validity or value to the academy; playing a critical role in the life of the academy; providing a role model for teaching and learning; making a distinctive contribution to the raising of pupil standards; taking advantage of appropriate opportunities for professional development and using the outcomes effectively to improve pupils’ learning.

‘Sustained’ means:

Maintained continuously over a long period.

In making any determination on progression to the upper pay range, the Board of Directors must have regard to the **two most recent** appraisal reports and any recommendation on pay recorded in the teacher’s most recent appraisal report (see Section 3.6 above)

The Board of Directors will **normally** expect applicants to have progressed to (or substantially towards) the maximum of the main pay range in order to be able to securely evidence criteria (a) and (b) for progression to the upper pay range.

7.3 Progression criteria for ECTs on successful completion of induction

Standard progression

On successful completion of the first year of the induction period, and again on successful completion of the second and final year of the induction period (including any extension to that period), ECTs may be eligible for a pay increase of one reference point (within the pay range specified) if:

- they are assessed as fully meeting the relevant standards at a level appropriate to their career stage

Enhanced progression

On successful completion of the first year of the induction period, and again on successful completion of the second and final year of the induction period (including any extension to that period), ECTs may be eligible for a pay increase of **two reference points** (within the pay range specified) if:

- they are assessed as significantly exceeding the relevant standards at a level appropriate to their career stage

7.4 Progression criteria for teachers on the main pay range and lead practitioner range

Standard progression

Teachers may be eligible for a pay increase of **one reference point** (within the pay range specified) if:

- they are assessed as having fully met the performance criteria specified in their objectives, or as having made good progress against (but not fully achieved) very challenging objectives

and

- they are assessed as fully meeting the relevant standards at a level appropriate to their career stage

Enhanced progression

Teachers may be eligible for a pay increase of **two reference points** (within the pay range specified) if:

- they are assessed as having significantly exceeded the performance criteria specified within their objectives

and

- they are assessed as significantly exceeding the relevant standards at a level appropriate to their career stage

No progression

A **no progression** determination may be made if teachers:

- are assessed as not having fully met the performance criteria specified in their objectives, or as not having made good progress against very challenging objectives

and/or

- they are assessed as not meeting the relevant standards at a level appropriate to their career stage

A no progression determination may be made where concerns about a teacher's performance arise which may be managed without recourse to the capability procedure.

7.5 Progression criteria for teachers on the Upper Pay Range

Standard progression

After each period of **two years** on UPR, teachers may be eligible for a pay increase of **one reference point** (within the pay range specified) if:

- they are assessed as having fully met the performance criteria specified in their objectives, or as having made good progress against (but not fully achieved) very challenging objectives for two consecutive years

and

- they are assessed as fully meeting the relevant standards at a level appropriate to their career stage for two consecutive years

and

- they are assessed as having additionally continued to meet criteria (a) and (b) for two consecutive years

Faster progression

After a period of **one year** on UPR teachers may be eligible for a pay increase of **one reference point** (within the pay range specified) if:

- they are assessed as having significantly exceeded the performance criteria specified within their objectives for one year

and

- they are assessed as significantly exceeding the relevant standards at a level appropriate to their career stage for one year

and

- they are assessed as having additionally continued to meet criteria (a) and (b) for one year

No progression

A no progression determination may be made if teachers on UPR:

- are assessed as not having fully met the performance criteria specified in their objectives, or as not having made good progress against very challenging objectives

and/or

- they are assessed as not meeting the relevant standards at a level appropriate to their career stage

and/or

- they are assessed as not having additionally continued to meet criteria (a) and (b) for two consecutive years

A no progression determination will be made where concerns about a teacher's performance arise at the level expected of a teacher on UPR which may be managed without recourse to the capability procedure.

7.6 Progression criteria for leadership group (CEO, Executive Principals, Principals, Assistant Principals, Vice Principals and Assistant Vice Principals)

Standard progression

Members of leadership group may be eligible for a pay increase of **one point** (within the pay range specified) if:

- He/she is assessed as having fully met the performance criteria specified in his/her objectives, or as having made good progress against (but not fully achieved) very challenging objectives

and

- He/she is assessed as fully meeting the relevant standards at a level appropriate to their career stage

Enhanced progression

Members of leadership group may be eligible for a pay increase of **two points** (within the pay range specified) if:

- He/she is assessed as having significantly exceeded the performance criteria specified within their objectives

and

- He/she is assessed as significantly exceeding the relevant standards at a level appropriate to their career stage

No progression

A no progression determination may be made if the member of leadership group:

- Is assessed as not having fully met the performance criteria specified in their objectives, or as not having made good progress against very challenging objectives

and/or

- is assessed as not meeting the relevant standards at a level appropriate to their career stage

A no progression determination may be made where concerns about a member of leadership group's performance arise which may be managed without recourse to the capability procedure.

8. APPENDIX TWO

PAY RANGES INCLUDING REFERENCE POINTS FROM 1ST SEPTEMBER 2021 – 31ST AUGUST 2022

Unqualified Teachers – pay range including reference points from 1st September 2021	
Scale Point	Annual Salary England and Wales (excluding the London Area)
1	£18,419
2	£20,532
3	£22,644
4	£24,507
5	£26,622
6	£28,735

Qualified Teachers – main pay range including reference points from 1st September 2021	
Scale Point	Annual Salary England and Wales (excluding the London Area)
1	£25,714
2	£27,600
3	£29,664
4	£31,778
5	£34,100
6	£36,961

Qualified Teachers – upper pay range including reference points from 1st September 2021	
Scale Point	Annual Salary England and Wales (excluding the London Area)
1	£38,690
2	£40,124
3	£41,604

SEN and TLR Allowances from 1st September 2021		
Type	Minimum	Maximum
SEN	£2,270	£4,479
TLR1	£8,291	£14,030
TLR2	£2,873	£7,017
TLR3	£571	£2,833

Pay range for Leading Practitioners from 1st September 2021	
Scale Point	Annual Salary England and Wales (excluding the London Area)
Minimum	£42,402
Maximum	£64,461

9. APPENDIX THREE - DETERMINATION OF LEADERSHIP PAY RANGE ON APPOINTMENT

9.1 DETERMINING THE HEAD TEACHER PAY RANGE FOR NEW EXECUTIVE PRINCIPAL / PRINCIPAL APPOINTMENTS

The process for determining the head teacher pay range for new Executive Principal / Principal appointments is set out below. This process is based on guidance provided by the School Teacher Review Board.

Where the Board of Directors is considering a permanent change to the pay range of the Executive Principal / Principal it will follow the steps set out below (excluding (e) and (f)).

The Board of Directors should first define the job; setting out the responsibilities, accountabilities and expected outcomes for the job as well as the skills and competence required.

<p>a) Set head teacher group</p> <p>Determine which head teacher group is appropriate for the academy using the total unit score (for all academies if there is permanent responsibility for more than one academy)</p>
<p>b) Context</p> <p>Make an assessment of the academy's context and complexity of the Executive Principal / Principal's role</p>
<p>c) Set indicative head teacher pay range</p> <p>Define a narrower head teacher pay range (within the broader head teacher group) that is appropriate for the Executive Principal / Principal's role in the academy.</p> <p>The Board of Directors will use reference points in setting the maximum and minimum of the head teacher pay range and progression points within the pay range.</p> <p><i>The Board of Directors will set a head teacher pay range consisting of seven consecutive points.</i></p> <p>The Board of Directors will ensure that the <u>minimum</u> of the Executive Principal / Principal's pay range is:</p> <ul style="list-style-type: none">• - At least the next point higher on the leadership range than the maximum of the pay range of any Assistant Principal, Vice Principal or Assistant Vice Principal at the academy• - At least the next point higher on the leadership range than the salary of the highest paid classroom teacher in the academy
<p>d) Review Benchmarks</p> <p>Refer to available benchmark data to ensure that the assessment of context is accurate</p>
<p>e) Advertise</p> <p>Publish an advert for the Executive Principal / Principal position which details responsibilities, accountabilities and expected outcomes along with the person specification</p>

f) Select

Undertake the selection process.

g) Assess

Assess the candidate against the skills and competencies required

h) Decide starting salary

Set head teacher pay range and starting salary for the Executive Principal / Principal taking into account decisions made above, but also considering candidate specific factors. Allow scope for performance related progression over time.

The Board of Directors will ensure that, in deciding the starting salary within the head teacher pay range determined, there are a minimum of four points available for subsequent performance related pay progression linked to the annual appraisal process.

9.2 DETERMINING THE PAY RANGE FOR NEW ASSISTANT PRINCIPAL, VICE PRINCIPAL OR ASSISTANT VICE PRINCIPAL APPOINTMENTS

The process for determining the pay range for new Assistant Principal, Vice Principal or Assistant Vice Principal appointments is set out below. This process is based on guidance provided by the School Teacher Review Board.

Where the Board of Directors is considering a permanent change to the pay range of the Assistant Principal, Vice Principal or Assistant Vice Principal it will follow the steps set out below (excluding (e) and (f)).

The Board of Directors should first define the job; setting out the responsibilities, accountabilities and expected outcomes for the job as well as the skills and competence required.

a) Consider the specific role

Make an assessment of whether the role and its responsibilities and accountabilities are significant, distinct from other leadership posts and have whole academy responsibilities.

- Consider how the role fits within the wider leadership structure of the academy.

b) Consider fit with pay ranges for other posts

After considering the significance of the role and the responsibilities and accountabilities, assess where pay should sit relative to other posts.

c) Set indicative pay range

Define a pay range that is appropriate for the Assistant Principal / Vice Principal / Assistant Vice Principal role.

The Board of Directors will use reference points in setting the maximum and minimum of the pay range and progression points within the pay range for Assistant Principal / Vice Principal / Assistant Vice Principal appointments.

The Board of Directors will set a pay range consisting of five consecutive points for Assistant Principal / Vice Principal / Assistant Vice Principal appointments.

The Board of Directors will ensure that the minimum of the head teacher's pay range is at least the next point higher on the leadership range than the maximum of the pay range of any Assistant Principal / Vice Principal / Assistant Vice Principal at the academy.

The Board of Directors will ensure that the minimum of the Assistant Principal / Vice Principal pay range is not less than the next leadership point above the salary of the highest paid classroom teacher (excluding Leading Practitioners) and the minimum of the Assistant Vice Principal pay range of the highest paid Assistant Vice Principal.

The Board of Directors will ensure that the minimum of the Assistant Vice Principal pay range is not less than the next leadership reference point above the salary of the highest paid classroom teacher

(excluding Leading Practitioners).

d) Advertise

Publish an advert for the post (if appropriate) which details responsibilities, accountabilities and expected outcomes along with the person specification.

e) Select

Undertake the selection process.

f) Assess

Assess the candidate against the skills and competencies required.

g) Decide starting salary

Set pay range and starting salary for the Assistant Principal / Vice Principal / Assistant Vice Principal taking into account decisions made above, but also considering candidate specific factors. Allow scope for performance related progression over time.

The Board of Directors will ensure that, in deciding the starting salary, there are a minimum of two points available for subsequent performance related pay progression linked to the annual appraisal process.