



Education Trust

‘Inspiring the individuals of today, for a better society tomorrow,
“Aspire, Belong, Collaborate”

PAY POLICY

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INTRODUCTION

The Board of Trustees (hereafter referred to as the Board) of Riviera Education Trust (hereafter referred to as the Trust) will act with integrity, confidentiality, objectivity, and honesty in the best interests of the school. It will be open about decisions made and actions taken and prepared to explain decisions and actions to interested persons.

All teachers employed within the Trust are paid in accordance with the statutory provisions of the School Teachers' Pay and Conditions Document. A copy can be found online at <https://www.gov.uk/government/publications/school-teachers-pay-and-conditions>

All support staff employed within the Trust are paid in accordance with either the adopted Pay and grading system of the Local Authority, as determined under Job Evaluation, or the Trust's own pay and grading system.

All pay-related decisions are made taking into account the Trust's development plans and in compliance with the Equality Act 2010, the Employment Relations Act 1999, the Part-Time Worker (Prevention of Less Favourable Treatment) Regulations 2000 and the Fixed-Term Employees (Prevention of Less Favourable Treatment) Regulations 2002.

The objective of this policy is to:

- Ensure that pay and staffing arrangements enable the current and future delivery of the curriculum and academy improvement plans
- Support the recruitment and retention of high-quality staff
- Recognise and reward staff (where applicable) for their contribution to school improvement
- Ensure that pay decisions are made fairly and transparently.

Scope

This policy will apply to all Trust employees and includes staff employed on a short notice basis.

Equality Statement

This policy applies equally to all employees regardless of their age, disability, sex, race, religion or belief, sexual orientation, gender reassignment, pregnancy and maternity, marriage or civil partnership. Care will be taken to ensure that no traditionally excluded groups are adversely impacted in implementing this policy. Monitoring will take place to ensure compliance and fairness.

Roles & Responsibilities

The Board has responsibility for establishing a pay policy for all staff, and for seeing that it is followed. It considers and approves the overall pay structure for all staff. The Board will review



this policy annually or when circumstances require it and will consult staff and recognised professional associations as part of the review.

The Board will actively monitor pay outcomes to ensure transparency, fairness, and compliance with equalities legislation. This includes assessing the progression rates of different groups of teachers to identify and address any disparities, preventing systemic bias, and promoting an equitable pay structure across the Trust.

The Board delegates the administration and implementation of the Pay Policy to a committee, hereafter referred to as the Pay Committee. The Pay Committee's decisions will align with the Trust's budgetary framework and ensure responsible management of staff pay.

No member of the Board who is employed within the Trust or on a contract for services may be involved in any decision about the pay of an individual member of staff, including any trustee who may have a pecuniary interest.

The Pay Committee will be set up as a First Committee to allow for a Pay Appeals Committee comprised of a second Panel of trustees to follow if necessary.

The terms of reference for the first Pay Committee are as follows:

- The Pay Committee will review the staffing establishment of each academy at least once a year as part of the Academies Improvement Plans. This review will take place before the Board determines the budget for the following year to take account of any recommendations by the Committee which carry financial implications.
- The Pay Committee will assess the salary levels of individual members of staff at least once a year, in accordance with the Pay Policy and in relation to the Trust's Improvement Plans. During this process, it will determine the salaries to be paid to all members of staff.
- Decisions will be communicated to all teachers by the Head of School/CEO in writing in accordance with paragraph 3 of the STCPD, or by the Chair of Trustees (or their representative) in relation to the pay of the Head of School.
- Where the Board collaborates with another governing body or bodies on the appointment of staff, joint pay committees may be established between the relevant governing bodies to deal with pay and performance matters of relevant staff.

Maintaining the Staff Structure

The Pay Committee will, having regard to the advice and recommendation of the Head of School, determine, monitor and review the Trust's staffing structure. The staffing structure sets out the number and pay ranges for all posts within each school.

Inflationary increases

Where there is a nationally determined % increase to either support staff pay or the minimum or maximum value of any teacher pay range as agreed nationally, this will be applied.



Teachers Pay Award 2024

The School Teachers' Pay & Conditions Document 2024 includes a 5.5% increase to all pay and allowance ranges.

Teachers Coaching and Mentoring

The Trust have moved away from the traditional appraisal and has instead implemented StepLab Coaching and Mentoring to support the professional development of teachers. Assessment will be based on evidence from a range of sources, as outlined in the Trust's Professional Development Policy. While each school will establish a robust evidence base regarding the performance of all teachers, individual teachers and their mentors have a shared responsibility to collaborate. Teachers should gather any evidence they deem appropriate to meet their objectives, the Teachers' Standards, and any other criteria (e.g., application for the Upper Pay Range), so that this evidence can be considered during the mentoring process.

To ensure consistency and fairness, the CEO or Head of School will oversee the moderation of objectives across the Trust. The CEO will also review initial pay recommendations, ensuring equitable application of pay progression criteria in line with the Trust's framework.

Pay arrears following the pay award

Back pay is generally paid automatically to current employees and to leavers who are in receipt of pension benefits.



TEACHERS PAY

Qualified Teachers

Qualified teachers will be paid on the Main Pay Range or the Upper Pay Range. The Pay Ranges in this Trust have been divided into 6 main progression stages with an extended progression point (6b) which *can* be awarded as follows:

<u>Main Pay Range</u>		
Minimum:	1	£31,650
Performance Progression Stage 1	2	£33,483
Performance Progression Stage 2	3	£35,674
Performance Progression Stage 3	4	£38,034
Performance Progression Stage 4	5	£40,439
Performance Progression Stage 5	6a	£42,754
Maximum: (extended progression point)	6b	£43,607

<u>Upper Pay Range</u>		
Minimum:	1	£45,646
Performance Progression Stage 1	2	£47,338
Maximum	3	£49,084

Unqualified Teachers

Will normally be paid on the Unqualified Pay Range. The Pay Range for Unqualified teachers in this school has been divided into progression stages as follows:

<u>Unqualified Pay Range</u>		
Minimum:	1	£21,731
Performance Progression Stage 1	2	£24,224
Performance Progression Stage 2	3	£26,716
Performance Progression Stage 3	4	£28,914
Performance Progression Stage 4	5	£31,410
Maximum:	6	£33,902

Where an unqualified teacher is on a recognised "route into teaching" programme, the Pay Committee may exercise its discretion to pay them on the Main Pay Range having regard to their skills, qualifications and experience.



Lead Practitioners

Where **Lead Practitioner** posts are included in the Staffing Structure, each Lead Practitioner will be paid within a specified range, within the Pay Range for Lead Practitioners.

Leading Practitioners' Pay Range	
Minimum	£49,779
Maximum	£76,046

In setting the specified Range, the Pay Committee will determine the number and value of performance pay progression stages within that range.

Different Lead Practitioner posts may have a different specified range, having regard to the challenge of the individual post and pay differentials within each academy. Trustees are to set the pay ranges for individual posts and progression stages within a specified range as required.

Determination of a Teacher's Salary

The Board will ensure that each teacher's salary is reviewed annually by no later than 31st October each year. Any determination of pay will take effect from 1st September, with pay backdated where necessary. It will ensure that all teachers are given a written statement setting out their salary and any other financial benefits to which they are entitled.

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

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

Determination of a Teachers' Salary (New Appointments/Promotions)

For new appointments or promotions, the Head of School/CEO will determine the pay range for the position and the salary to be offered, in line with the Staffing Structure and this pay policy. In setting the starting salary for individual staff, including any discretionary payments permitted under this policy, the following factors will be considered:

- The individual's skills, experience, and relevant qualifications
- market conditions;
- any specific restrictions set out in the Teachers' Pay & Conditions Document;
- the employee's current salary level;



Early Careers Teachers in their first year will normally be paid on the minimum of the Main Pay Range.

There is no assumption that an employee will be paid the same rate they were being paid in a previous school.

There may be a situation where the Trustees feel that the pay grade does not adequately reflect the skills and experience of the new employee and may award a spot salary.

TEACHER'S PAY PROGRESSION

Teachers on the Main, Unqualified, Upper and Lead Practitioner Pay Ranges

The Board expects all teachers to maintain high standards of performance and continuously improve their professional practice. Objectives set through the coaching and mentoring process will be progressive and developmental, ensuring that teachers are supported in their growth. This approach allows teachers the opportunity to progress through their pay range over time, reaching the maximum of their respective range based on experience and professional development, rather than linking pay progression to performance-related criteria.

Decisions regarding pay progression will be made based on the teachers' coaching reports and the pay recommendations they include, with input from the senior leadership team. Pay progression will be determined by an assessment of the teacher's overall professional development and experience.

In this Trust, all teachers can expect to receive regular, constructive feedback on their performance and are subject to coaching process that recognises their strengths, informs plans for their future development and helps to enhance their professional practice.

Early Careers Teachers' (ECT) Pay Progression

Like other teachers, ECTs (including part-time ECTs) will have their pay determined annually. A 2-year induction will have no adverse impact on early career teachers' pay or career progression opportunities. Early career teachers will still be able to progress on the pay scale as current arrangements allow, both during and after induction.

ECTs undertaking induction are not subject to the Appraisal Regulations. For ECTs, the relevant body must assess teachers' performance and make a pay recommendation using the statutory induction process set out in The Education (Induction Arrangements for School Teachers) (England) Regulations 2012.

Eligibility for pay progression

Eligibility for pay progression will be assessed against the following criteria:

- Active engagement in the coaching and mentoring process



- Quality of Teaching and Learning
- Meeting Teachers' Standards
- Current disciplinary warnings

Further explanation of each of these 4 points is provided below:

Active Engagement in Coaching and Mentoring;

This could include, but is not limited to:

- Regularly participating in coaching sessions and discussions about professional growth.
- Setting and reflecting on personal development goals with the support of a mentor or coach.
- Actively seeking and applying feedback to improve teaching practices.
- Being open to new teaching strategies and incorporating them into lessons.
- Sharing challenges and successes with a mentor to receive guidance and support.
- Continuously engaging in professional learning opportunities, such as workshops or peer observations.

Quality of Teaching Standards:

The evidence which will be considered in assessing the quality of Teaching Standards will include:

- pupil progress data;
- quality of teaching against the Teaching Standards, including observed practice;
- professional dialogue;
- classroom Management

Meeting Teachers' Standards

All staff members would be expected to evidence they meet all nine of the Teachers' standards. The assessment of these would be Met or Not Met.

They are:

- Set high expectations which inspire, motivate and challenge pupils
- Promote good progress and outcomes by pupils
- Demonstrate good subject and curriculum knowledge
- Plan and teach well-structured lessons
- Adapt teaching to respond to the strengths and needs of all pupils
- Make accurate and productive use of assessment
- Manage behaviour effectively to ensure a good and safe learning environment
- Fulfil wider professional responsibilities
- Personal and professional conduct



And in the case of Upper Pay Range teachers and Lead Practitioners, evidence of their contribution beyond their own classroom and their impact on the wider school.

Where a teacher has been absent for some or all of the assessment period, an assessment will be based on performance during any periods of attendance and/or prior performance.

Current Disciplinary Warning.

Any staff member with a live disciplinary warning during the preceding academic year for attendance, capability or discipline will automatically be prevented from moving along the pay scale at the end of that year and be precluded from applying to cross the threshold or move up the upper pay scale.

Decision to progress

Where the criteria set out above are met, the teacher will move up to the next stage within the Main Pay Scale/Unqualified Pay Scale, as appropriate. Progression through the Upper Pay Scale will be based on two successful annual assessments of the teacher's overall professional development and contribution, other than in exceptional circumstances.

Discretion will be applied where not all requirements have been fully met, but significant progress has been made.

The Board, in exceptional circumstances, may consider accelerated progression through the relevant pay scale to recognise an outstanding impact and wider contribution within the school.

Judgments will be properly rooted in evidence. As a teacher moves up the pay range, this evidence should show:

- an increasing positive impact on pupil progress
- an increasing impact on wider outcomes for pupils
- improvements in specific elements of practice identified to the teacher, e.g. behaviour management or lesson planning
- an increasing contribution to the work of the school
- an increasing impact on the effectiveness of staff and colleagues

Further information, including sources of evidence, is contained in the Trust's Professional Growth policy.

The pay committee will be advised by the CEO, or Head of School in making all such decisions. The outcome on pay (i.e. no movement, one point, more than one point) will be attributable to the performance of the teacher in question. The pay committee will be able to justify its decisions.



The decision not to progress

Where the minimum criteria have not been met, the teacher will not receive any performance pay progression. A decision not to award performance pay progression may be made without recourse to capability procedures. However, teachers who fail to meet the minimum teaching standards and/or who consistently fail to improve their practice or to sustain the expected level of performance for their pay level may be subject to these procedures.

Where a decision not to progress is made, the teacher will be supported through the appraisal process to improve their performance.

Movement to the Upper Pay Range

Any qualified teacher on the Main Pay Range may apply to be paid on the Upper Pay Range once per year. It is the responsibility of the teacher to decide whether or not they wish to apply. Applications must:

- be submitted via email to the Head of School by 30 September each year (consideration will be given to accepting late applications where individual circumstances e.g. absence prevent this deadline from being met).
- the email must contain reasons and justifications for the movement to the Upper Pay Range based on the criteria below

The Criteria

An application will be successful if the CEO or Head of School and the Pay Committee are satisfied that:

- the teacher is highly competent in all elements of the teaching standards; and,
- the teachers' achievements and contributions to the school in which they work are substantial and sustained.

In this Trust, this means:

“highly competent”: the teacher’s performance is assessed as having excellent depth and breadth of knowledge, skill and understanding of the Teachers’ Standards in the particular role they are fulfilling and the context in which they are working.

“substantial”: the teacher's achievements and contribution to the school are significant, not just in raising standards of teaching and learning in their classroom, or with their groups of children, but also in making a significant wider contribution to academy improvement, which impacts on pupil progress and the effectiveness of staff and colleagues.

“sustained” means maintained continuously over at least 3 school years (a year being defined as at least 26 weeks work in any academic year). It is normally expected that this will include at least one year at this Trust, although discretion will be exercised where there is clear and compelling evidence of consistent performance against the criteria at the teacher's previous



school/multi-academy trust. They will have been expected to have shown that their teaching expertise has grown over the relevant period and is consistently good to outstanding.

Substantial and sustained contribution **would not be** running a school club, but it would include leading a subject, where they have **moved that subject forward** and **contributed to whole staff CPD on a regular basis, either formally or informally**.

They will have been expected to have shown that their teaching expertise has grown over the relevant period and is consistently good to outstanding in addition;

- the teacher has demonstrated over a sustained period an ability to support some pupils to exceed expected levels of progress/achievement;
- the teacher has consistently taken responsibility for identifying and meeting their own professional development needs and used their learning to improve their practice and pupils' learning;
- the teacher has demonstrated that they have made an impact on the academy beyond their class/group(s) over a sustained period. This may include:
 - demonstrating an ability to coach, mentor, advise and demonstrate best practices to, other teachers to enable them to improve their teaching practice;
 - contributing to policy and practice which has improved teaching and learning across the academy in which they work;

The Trust will exercise its discretion to consider performance over a lesser period where a teacher has been absent for some of the relevant period.

The Assessment

A teacher who has not been at the Trust for all of the 3-year assessment period should provide their appraisal/performance management review statement(s) from their previous employment with their application.

A teacher may, if they wish, provide additional evidence to support their application, but is not obliged to do so.

The Procedure

The CEO or Head of School will discuss their recommendation with the teacher and the Pay Committee will confirm the decision by 31 December. Where the application is approved, the teacher will progress to the minimum of the Upper Pay Range backdated to the 1st September.

Progression through UPS is every two years following successful reviews and having continually met the above criteria.

For example, if you are a Teacher on UPS1 and they are highly competent in **all** areas of the teacher standards, and your wider contribution is **substantial and sustained** (and this is across



a two-year period), and you have met your objectives (within reason), then you can move through the scale.

Where the application is not successful, the Head of School will provide feedback and the teacher will be provided with advice and support through the appraisal process to develop their skills with a view to them making a future successful application.

Teachers have the right to appeal any decision not to move them onto the Upper Pay Range. The appeals procedure can be found in the appeals section of this policy.

If a teacher is simultaneously employed at another school/multi-academy trust, they may submit separate applications if they wish to apply to be paid on the upper pay range in that place of work. This Trust will not be bound by any pay decision made by another school/multi-academy trust.

If an employee at any point wishes to reduce their working commitment, they can request to return to the main pay scale, this will result in a relinquishing of their additional upper pay range commitments and returning to their original role of a classroom teacher.

Teaching and Learning Responsibility Payments (TLRs)

Each school must review its staffing structure on an annual basis. TLRs will be awarded to the holders of the posts indicated in each academy's staffing structure. TLRs may be awarded to teachers on the Main or Upper Pay Range. There are 3 TLR levels: TLR1, TLR2 and TLR3. TLR1 and TLR2 payments are permanent while the employee remains in the same post in the staffing structure.

Teachers currently paid on the Leadership scale are unable to hold a TLR of any value.

Although a teacher cannot hold a TLR1 and a TLR2 concurrently, a teacher in receipt of either a TLR1 or a TLR2 may also hold a concurrent TLR3.

TLR2 values for the Trust are limited to the minimum value at this point:

Min	£3,391
Max	£8,279

TLR1 values for Riviera Education Trust are:

Min	£9,782
Max	£16,553



TLR2's are awarded to the following posts:

At Roselands:

- Maths Leadership and member of the SLT
- English Leadership and member of the SLT
- SENDCO responsibilities

At Oldway:

- SENDCO responsibilities

Shiphay Learning Academy

- Development Team Leader posts

NB: SENDCO responsibilities at Shiphay Learning Academy are incorporated into a Senior Leadership Post.

There are currently no posts awarded TLR1 within the Trust.

TLR3 Allowances are paid for a fixed-term period, for clearly time-limited Academy improvement, one-off externally driven responsibilities, or where teachers are undertaking planning, preparation, coordination of, or delivery of tutoring to provide catch-up support to pupils on learning lost to the pandemic, and where that tutoring work is taking place outside of normal directed hours but during the school day.

The annual value of a TLR3 must be no less than **£675** and no greater than **£3,344**

The Head of School will determine what projects should attract a TLR3 Allowance and the value of those Allowances having regard to the context, nature and complexity of the responsibility.

The Head of School will invite teachers to express interest in relevant projects and will allocate TLR3s on the basis of an assessment, through professional dialogue, of which the teacher has the relevant skills and knowledge required for the specific project.

In determining the allocation and value of TLR3 payments, due regard will be given to ensuring consistency, fairness, transparency and value for money.

Where a TLR is awarded, written notification will be given to the teacher of:

- the nature of the significant responsibility;
- the level of the payment; and
- in the case of TLR3, the date on which the Allowance will end.



Where a TLR payment is awarded, the responsibilities and level of payment will be notified to the teacher in the annual salary statement.

A TLR3 is a fixed-term award. TLR3s will be awarded only for time-limited school improvement projects or one-off externally driven responsibilities. The fixed term for which they are to be awarded will be established at the outset of the award. The governing body will not award consecutive TLR3s for the same responsibility. TLR3s are not subject to safeguarding.

The range for TLR3s refers to the annual value of such an award. Where a TLR3 is awarded with a fixed term of less than one year then the total value will be determined proportionately to the annual value. Where a TLR3 is awarded to a part-time teacher the value will not be amended to reflect the part-time hours of the individual in receipt of the award; the pro-rata principle does not apply to TLR3s.

Safeguarding of Teaching & Learning Responsibility Payments.

If the relevant body decides either as a result of a change to the Pay Policy or to the trust staffing structure that either:

- the teacher's duties are no longer to include the significant responsibility that the TLR was awarded for,
- or
- that the responsibility (whether or not it has changed) merits an allowance of a lower TLR value;

the teacher will be paid the safeguarded sum and the teacher will be notified in writing within one month of the date of the decision:

the reason for the decision

- the date on which the decision will take effect (if known)
- the value of the teacher's pre-safeguarding salary
- the value of any allowances to which the teacher was entitled before the said circumstances took effect
- the safeguarded sum or (if not then known) such information as it is reasonably possible to provide to determine the maximum amount of the safeguarded sum.
- the date or, if applicable, the latest date on which the safeguarding period will end, or the circumstance, the occurrence of which will result in payment of the safeguarding sum ending
- where a copy of the academy's staffing structure and Trust pay policy may be inspected.

The Safeguarded sum should be paid in accordance with Part 5 of the STPCD.

Teachers working temporarily in posts which attract a Teaching and Learning Responsibility Payment



Teachers who are appointed to cover a different post in the staffing structure to which a TLR payment is attached (such as cases of cover for secondments, maternity or sick leave or vacancies pending permanent appointment) will benefit from the TLR payment for the duration of that responsibility.

The date on which the teacher's contract ends and therefore the date from which they will stop benefiting from the TLR payment and the circumstances for this must be included in the teacher's notice of a revised pay determination.

Should a TLR be withdrawn whilst a teacher is working temporarily in a post that attracts a TLR payment, they will be entitled to receive a safeguarded sum. However, they will not be safeguarded after the fixed-term contract expires or is ended under other circumstances, which will have been notified to the teacher.

TEACHERS' PAY ALLOWANCES

Teachers paid a Special Educational Needs Allowance (SEN)

SEN payments are determined by the Board. A SEN allowance of no less than £2,679 and no more than £5,285 per annum will be paid.

The Board will award a SEN allowance to a classroom teacher:

- In any SEN post that requires a mandatory SEN qualification and involves teaching pupils with SEN
- who teaches pupils in one or more designated special classes or units in a school or, in the case of an unattached teacher, in a Local Authority unit or service
- Involves a substantial element of working directly with children with special educational needs
- Requires the exercise of a teacher's professional skills and judgement in the teaching of children with special educational needs; and
- Has a greater level of involvement in the teaching of children with special educational needs than is in the normal requirement of teachers throughout the Trust.

Arrangements for determining a SEN allowance

The Board will award 'spot value' SEN allowances within the SEN range to eligible teachers in accordance with the criteria laid down within the current School Teachers' Pay & Conditions Document (STPCD).

The Board will consider the full range of payments available between the minimum and maximum values. In deciding upon an allowance the Board will consider any mandatory qualifications required, other qualifications and expertise relevant to the post, and the relative demands of the post.



There are currently no posts within the Trust awarded a SEN Allowance.

Safeguarding of SEN allowances

Where the Board determines that a teacher is no longer entitled to an SEN allowance, or, where the value of the SEN allowance is less than that previously determined, the teacher will be entitled to a safeguarded sum in accordance with part 5 of the STPCD.

Unqualified Teacher Allowances

The Board may determine that an additional Allowance be paid to an unqualified teacher who is paid on the Unqualified Teachers' Pay Range where, in the context of its staffing structure they have:

- Taken on a sustained additional responsibility which is focussed on teaching and learning, and requires the exercise of a teacher's professional skills and judgement Or
- Have qualifications or experience which bring added value to the role they are undertaking.
- Are accredited with an external status or role that is directly linked to their school role.

The eligibility for such an allowance is through a report from the CEO, or Head of School who will base this upon an annual role evaluation form, Senior Leadership Team and the individual's appraiser and a self-assessment by the Unqualified Teacher. Allowances and a self-assessment by the Unqualified Teacher. Allowances for Unqualified Teachers will range from a minimum of £1,000 to a maximum of £5,000.

Where an unqualified teacher previously in receipt of an allowance does not now meet the above criteria, the Board will re-determine the new value of the allowance, and, where it is lower, Safeguarding rules will apply.

LEADERSHIP GROUP PAY

CEO and Head of School Pay

The CEO or Head of School must demonstrate sustained high quality of performance; with particular regard to leadership, management and pupil progress at the academy for which they are responsible.

The Board will determine the group size of the academies with reference to pupil numbers as set out in STPCD.

Where the CEO or Head of School was appointed before September 2014, there is no expectation that any changes will be made to their existing seven-point range, unless there are circumstances whereby it becomes necessary to either determine or re-determine their pay range (i.e. due to a new appointment or because of significant change in the responsibilities of the existing post – see para 5.2)



Any existing CEO or Head of School can remain on the determined individual salary range (ISR) consisting of seven consecutive points on the leadership pay spine, within the range applicable to the group size.

Determining or Re-determining the CEO or Head of School Pay Ranges

Where it becomes necessary to determine or re-determine the pay range and salary for a Head of School, e.g. because of a need to make a new appointment, or due to a significant change in responsibility etc. the relevant body must assign the academy to a headteacher group and determine the CEO or Head of School pay range. Where a determination is required for a new appointment, the existing salary of the serving individual should not be taken into account.

Under the School Teachers' Pay & Conditions Document, there are no rules on the length of individual leadership pay ranges but there still must be room for progression within the range i.e. there should be no spot salaries.

Where a person is appointed as either CEO or Head of School of more than one academy permanently, the group size will be determined by reference to the combined pupil numbers of all the academies or trust and the overall responsibility of the post. The relevant body should then determine the pay range of the CEO or Head of School within this group size.

Temporary Payments to the CEO or Head of School

The Pay Committee may determine that additional payments be made to the CEO or Head of School. Discretionary payments cannot be made to any individual for any reason that has already been taken into account to determine the original ISR. The total of all discretionary payments made to a CEO or Head of School in any school year must not exceed 25% of the annual salary which is otherwise payable to them. Unless exceptional circumstances determine otherwise (and only after seeking external advice), the total sum of the salary and other payments made to the CEO or Head of School must not exceed 25% above the maximum of the Headteacher group.

CEO or Head of School who are appointed to lead more than one school

Permanent appointments

Where a permanent appointment takes place, the relevant body must determine the Headteacher Group by looking at the total unit score of all the academies under their headship to determine the Group pay, and then determine the Headteacher pay range within this group.

Temporary appointments

The Board will formally authorise any agreement for the CEO or Head of School to be appointed temporarily as responsible and accountable for another academy or school, in addition to their own.



The role will be regarded as an acting Headship for as long as arrangements are being made for a permanent individual to be recruited, or to make alternative permanent arrangements, such as amalgamating the school/academy and joining the Trust. Any such payments made to the individual in these circumstances will:

- be made as discretionary payments
- not exceed 25% of their total pay (except under wholly exceptional circumstances)
- be time-limited and subject to regular review and the maximum duration should be no longer than two years.
- come with no entitlement to safeguarding when they cease.

Deputy and Assistant Headteachers Pay

Where the Deputy or Assistant Headteacher was appointed before September 2014, there is no expectation that the existing pay range should be changed, unless there are circumstances whereby it becomes necessary to either determine or re-determine the pay range for these posts.

Where it is necessary to determine or re-determine the Deputy and Assistant Headteachers' pay, the relevant body should assign a pay range within the Leadership Group. The Pay Range chosen should allow for progression under performance management.

When determining each pay range, the Pay Committee will take account of the context and full responsibilities of the role concerning the professional duties set out in STPCD. The pay range of the Deputy Head and Assistant Head Teachers range will be determined by the Pay Committee and will be set in reference to the group size of each academy and may therefore differ between each academy within the trust.

It should only be in exceptional circumstances that the pay ranges for Deputy or Assistant Headteachers overlap the Head of School's pay range. However, where this is the case, the pay range for Deputy or Assistant Headteachers must not exceed the Head of School pay range.

Pay ranges for Deputy Headteachers and Assistant Headteachers:

School	Deputy Head	Assistant Head Teachers
Oldway	L11 – L15	L5 - L9
Roselands	L7 – L11	L5 – L9
Shiphay	L7 – L11	L5 – L9

This takes into account the size of school, non-contact time and leadership responsibilities and expectations.



Leadership Pay Progression

The relevant body will consider annually whether or not to increase the salary of members of the Leadership Group who have completed a year of employment since the previous determination, and if they decide to do so, to what salary within the relevant pay range.

Decisions will be based on evidence that demonstrates sustained high-quality performance having regard to the results of the most recent appraisal carried out under the Appraisal Policy. A recommendation on pay will be made in writing as part of the appraisal report.

Additional leadership posts within the trust

Where there are roles which the Trust has deemed to be payable on the Leadership scale, it will be the responsibility of the CEO to recommend a pay range for these roles. Under the School Teachers' Pay & Conditions Document, there are no rules on the length of individual leadership pay ranges but there still must be room for progression within the range. This will be ratified at the trust pay committee meeting.



OTHER PAYMENTS - TEACHERS

Recruitment & Retention

CEO, Head of School, Deputy Headteachers and Assistant Headteachers may not be awarded recruitment and retention payments under the School Teachers' Pay & Conditions Document other than as reimbursement of reasonably incurred housing or relocation costs. All other recruitment and retention considerations about a CEO, Head of School, Deputy Headteacher or Assistant Headteacher – including non-monetary benefits – must be taken into account when determining the pay range. Where the Board pays a recruitment or retention incentive or benefit awarded to a CEO, Head of School, Deputy Headteacher or Assistant Headteacher under arrangements made before September 2014, subject to review, it may continue to make that payment at its existing value until the respective pay range is determined under this Document.

The Board will consider the payment of recruitment and retention allowances where they are deemed necessary for the recruitment or retention of outstanding staff.

Where a teacher is given an incentive or benefit written notification given at the time of the award should state:

- whether the award is for recruitment or retention;
- the nature of the award (cash sums, travel or housing costs etc.);
- when/how it will be paid (as applicable);
- unless it is a 'one-off' award, the start date and duration of the incentive;
- the review date after which it may be withdrawn; and
- the basis for any uplifts which will be applied (as applicable).

It is good practice for the Board to document the justification of their decision. This can be done in line with the following considerations:

- there is evidence that there is difficulty in appointing to a particular post or in recruiting a teacher with the required skills, qualifications and/or experience;
- there is a need to retain the skills, qualifications or experience of an individual;
- whether the salary available in the context of the staffing structure is insufficient to secure an appointment given the circumstances of the academy;
- available financial resources;
- market forces.

Additional Payments

In accordance with paragraph 26.1 of the STPCD and paragraphs 60-72 of the section 3 guidance, the relevant body is free to determine payments as they see fit to a teacher in respect of:

- continuing professional development undertaken outside the school day;
- activities relating to the provision of initial teacher training as part of the ordinary conduct of the academy;



- participation in out-of-school hours learning activity agreed upon between the teacher and the CEO or Head of School;
- additional responsibilities and activities due to, or in respect of, the provisions of services by the CEO or Head of School relating to the raising of educational standards to one or more additional schools.

Acting Allowances

Where a teacher is assigned and carries out the duties of a CEO, Head of School, Deputy Headteacher, or Assistant Headteacher, but has not been appointed in an acting capacity the Board shall determine whether or not to pay an allowance to that teacher. The Trustees should have regard to the following:

- They will need to make this decision within 4 weeks beginning on the day on which they are first assigned such duties.
- If the decision is not to pay an allowance, the relevant body can make a further determination to pay an allowance at any time.
- Where a determination is made, this should either be no lower than the minimum of the pay range for that post (if already determined) or be equivalent to an appropriate salary value.
- Where an allowance is paid, then part 7 of the STPCD applies as if they have been appointed to that post permanently.

Salary Sacrifice Scheme

Where such a scheme is in operation, teachers can make arrangements to give up the right to receive part of their salary in return for the employer's agreement to provide them with a benefit in kind under the following schemes:

- A childcare voucher or other childcare benefit scheme
- A cycle or cyclist's safety equipment scheme
- A mobile telephone scheme

These benefits in kind are exempt from Income Tax.

Participation in such schemes does not affect the determination of any safeguarded sums to which teachers may be entitled.

Part-Time Teachers

Teachers employed on an ongoing basis at the Trust but who work less than a full working day or week are deemed to be part-time. The proportion of full-time will be calculated in accordance with the Teachers Pay & Conditions Document as follows:

$$\frac{\text{Teacher's timetabled teaching time}}{\text{School's timetabled teaching time}} = \text{part-time percentage}$$



Part-time teachers will be expected to work a corresponding proportion of directed time and will receive a corresponding proportion of a full-time salary.

The Trust will review any safeguarded sums of every affected teacher each September, in line with annual pay reviews. Where an academy makes amendments to its time-tabled teaching week this will result in the need to revisit the part-time teacher's calculations for each individual, and observe any safeguarding that may become necessary.

Short Notice/Supply Teachers

Teachers who work 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 pay calculated on the assumption that a full working year consists of 195 days, with periods of employment for less than a day being calculated pro rata.

In line with the provisions of the School Teachers' Pay & Conditions Document, the Trust reserves the right not to match a teacher's existing salary when recruiting short notice/supply teachers.

Short Notice / Supply Teachers

Supply teachers are paid on a daily or part-daily basis, the current rates of pay are:

Morning - £98.70 Afternoon - £84.60 Full day - £183.31

This is based on a Teacher working 3.5 hours in the morning and 3 hours in the afternoon, although these times may vary.

In line with the provisions of the School Teachers' Pay & Conditions Document, this School reserves the right not to match a teacher's existing salary when recruiting short notice/supply teachers.



SUPPORT STAFF PAY

Staffing Structure in relation to Support Staff

The Board has responsibility for ensuring that there is an adequate support staff structure within each academy. This includes the following:

- Appropriately structured administration/business support team
- A learning support structure which is appropriate for the school (in terms of supporting the School Improvement Plan and in terms of affordability).
- A plan for the deployment of LSAs in a way that best meets the needs of the academy (in terms of LSAs supporting Teachers to deliver improved learning and raising standards) and takes into account the varying skills, knowledge and expertise of individual members of staff.
- Adequate staffing levels for Meal Time Assistants/Lunchtime Leaders to ensure the school is providing reasonable cover e.g.

Infants 1-25 staying for lunch

Juniors 1 – 55

Support Staff Pay

Support staff are paid according to the Riviera Trust's pay rates, which are aligned with the NJC pay scales.

The Trust has adopted the Local Authority's Job Evaluation scheme and will adhere to this scheme, as well as any relevant local and/or national conditions of service for different categories of support staff. For new roles, the Head of School/CEO will consult with Human Resources to determine the appropriate pay scale for the position.



SUPPORT STAFF GUIDANCE (Under LA Job Evaluation)

New posts

When a post becomes vacant the trust will need to determine whether to replace the post and consider the relevant Job Profile. Where there is no existing Job Profile, the trust should submit a job description and person specification to Human Resources where it will then be evaluated by a panel.

All posts subject to a re-structure will need to be assessed for the need and level of re-evaluation. Advice should be sought from Human Resources where this is the case.

New Appointments

New appointees should be appointed at the bottom of the advertised grade for the post unless the trust can provide a clear rationale for appointing higher within the grade. The case for appointing at a higher than the bottom of the grade must be robust enough to resist the challenge of an equal pay claim. In line with current equal pay guidance, the rationale must provide clear reasons for needing to pay the new appointee higher within the grade and must be based on material factors, such as the need to appoint someone with specific experience and qualifications at a higher point within the grade. Suitable evidence should also be provided to support the rationale, for example, where there is a skills shortage for a particular job role requiring specific skills/expertise. This is to ensure consistency and equal treatment of employees who are doing equal or like work within the same pay grade and compliance with current Equality legislation.

The starting salaries of new appointments will be monitored by gender for equality purposes. A regular Equality Impact Assessment will be carried out to ensure that the pay and grading structure remains equitable over time.

There may be a situation where the Trustees feel that the pay grade does not adequately reflect the skills and experience of the new employee and may award a spot salary.

Progression through the Pay Structure

It is expected that incremental progression within a grade is awarded annually until the maximum spinal column point is reached within the grade of the role.

Existing employees

All employees' salaries will be reviewed annually on 1st April. Employees who have performed satisfactorily and are not at the maximum of their salary scale can expect to receive a salary increase of one increment on this date. This is not an automatic right, and increments may be withheld if necessary.*



*Please refer to the section on withholding of increments below."

When existing employees are promoted to a new role, their salary will be increased to the relevant grade for the new post. Normally, this would be at the bottom spinal column point of the grade for the new post.

Where an existing employee is appointed to a new job of the same grade it is recommended that the academy consider the relevant market forces that could impact such a decision. Human Resources will be able to advise as to whether or not any decision could leave the academy open to any equivalent work claims.

It is advised that the only other circumstances in which an existing employee can receive extra increments within a grade is through the Temporary Acting Up* or Additional Duties process where there is a short-term requirement. This should be for at least one month but no longer than a period of 3 months.

*See Temporary Acting Up or Additional Duties below.

Where there is a need for extra increments to be given within a grade outside the normal annual process on a more permanent basis, it is advised that the school seek to provide written justification as to why the additional increments are deemed necessary before making any decision with the employee. Human Resources may challenge any decisions to ensure consistency and appropriateness. Academies should seek to be able to demonstrate and evidence the need for extra increments. For more information please contact Human Resources.

New Employees

New employees will be granted their first increment on 1st April, where they have at least 6 months service in the grade. If an employee has less than 6 months service in the grade by 1st April, they will be granted their first increment six months after the appointment, promotion or re-evaluation*.

Examples:

- An employee appointed between 1st April and 1st October will receive their first increment on the following 1st April, not after six months of their appointment.
- An employee appointed between 2nd October to 31st March will receive their first increment six months after their appointment date. Future increments will be awarded annually on the 1st of April or the 1st of September until the maximum of the grade is reached.



Withholding of Annual Increments

The award of an annual increment can only be withheld whilst an “improvement plan” is formally in operation under the Trust’s Capability or Disciplinary procedures for the individual concerned. An employee should be notified in advance by their school that their performance has not warranted an increase in their pay before the usual increment date. The employee should refer to the appeal process in the relevant procedure should they want to appeal against a decision to withhold an increment. Once the required improvement has been achieved, the 'frozen' increment may be paid, but cannot be backdated.

Payroll should be instructed in writing of all situations where increments are being awarded other than on 1st April each year to ensure they are actioned appropriately.

Retention Scheme for Highly Skilled Workers

In exceptional circumstances, it might be appropriate to apply a retention premium for an employee with key skills such as project lead or knowledge that is a critical service need.

In such circumstances, a re-evaluation of the post will be carried out to assess the current salary of the post.

The CEO or Head of School will need to submit a business case to Human Resources for the application of a retention premium. Evidence will need to be provided that the skills gap could not be covered if the employee left their position. The CEO or Head of School must assess the probability of the employee leaving and must demonstrate that they have business continuity contingency plans in place to cover such eventualities.

Payment above the Grade (Acting-up/Additional Duties)

At the implementation of the Job Evaluation Scheme, all existing honoraria ceased to ensure equality of pay.

Acting-Up

The underlying principle is that an employee should be paid the rate for the job that they are performing. Where an employee is required to carry out the full duties of a higher post, for 4 weeks or more, then they should be paid the grade for that job. Acting up should not normally exceed 3 months. Pay protection does not apply after an acting-up allowance/payment is stopped. Where an employee has been acting up or seconded into a higher graded post and is subsequently appointed to this post permanently, they will commence at the same incremental point they were receiving on the date the acting-up or secondment ended. An exception to this is where the skills and competencies for the post are met in full by the employee; they can be paid the full rate for the job.



Where acting-up is unable to be pre-planned, i.e., in the event of absence cover, then any acting-up or additional increment will be backdated to the date the cover can be evidenced as having started. The acting-up cover must have taken place for four weeks or more.

Additional Duties

Where an employee takes on additional duties or a special project, be it temporarily (for a limited time, i.e. not more than 3 months), the post and the additional duties should be submitted for a re-evaluation and the acting up/additional duties policy applied. Only if the additional duties change the JE score for the post will the grade and salary be affected. Once any temporary duties cease, the employee will be paid according to the original grade for their post.

Re-evaluation

The Trust recognises that post implementation of job evaluation, posts may change substantially over time and there will need to be a process for employees' jobs to be re-evaluated within the job evaluation scheme.

Provision therefore exists whereby employees or the Head of School / Line Manager may wish to either place an individual into a new Job Profile or request a re-evaluation of a post if they consider that the level of duties and responsibilities has changed substantially since the grade was originally/last determined by job evaluation.

Payments to Casual Workers

The Trust may need to use persons on a casual basis or the services of self-employed consultants/advisers. In determining whether these individuals should be given "employed status" or be engaged as "casual workers", advice should be sought from Human Resources.

Payments for casual workers will be made by the Local Authority's pay and grading structure. Casual workers will be treated on an equal basis as all other staff.

Overtime, Weekend, Night Working, Public Holiday Working, Shift and Call-Out Payments

The point at which compensation is paid is in line with the green book for additional hours, Saturday and Sunday working, Night Work, Public and Extra Statutory Holidays and Sleeping-in duty has been increased by one spinal column point from 1st July 2010. This means that employees at and below SCP 23 (all employees on Grade G and below) will be entitled to compensation in accordance with green book terms and conditions.



REVIEW OF POLICY & PAY APPEALS

Review and Pay Appeals

Teachers and support staff may seek a review against any determination in relation to their pay or any other decision taken by the Board that affects their pay.

The following list includes the usual reasons by which a member of the **teaching staff** may seek a review of their pay determination made by the person or committee by whom the decision was made –

- incorrectly applied any provision of the Document;
- failed to have proper regard for statutory guidance;
- failed to take proper account of relevant evidence;
- took account of irrelevant or inaccurate evidence;
- was biased; or
- otherwise unlawfully discriminated against the teacher.

See below for the appeal process.

Staffing Budget

The amount of money allocated to implementing the Pay Policy will be determined at the beginning of each financial year through the budget allocation process of the academy. The Board will endeavour to ensure that appropriate funding is allocated for performance pay progression at all levels.

Equalities

The Board recognises the principle of equal pay for work of equal value in the implementation of this policy. The Board will take into account the salaries payable in comparable establishments, where possible, in setting pay levels.

All pay-related decisions will be taken in accordance with relevant equalities legislation, Employment Relations Acts and Part-time Workers and Fixed-term Employees Regulations. Appropriate consideration will be given where staff have been absent for long periods e.g. due to sickness or maternity leave.

Monitoring

The Board will monitor the outcome and impact of this policy annually and will assess its effect and continued compliance with equality legislation. The effect of the policy will be assessed particularly with reference to trends in progression across specific groups of teachers and the correlation between this and annual appraisal assessments and outcomes for pupils.

The pay of individual staff will remain confidential – shared only with those responsible for making pay decisions and managing administrative matters.



APPEALS PROCEDURE

Introduction

Where a teacher or support staff member wishes to question any determination about their pay or any other decision taken by the Board that affects their pay this will be for one of the following reasons:

- incorrectly applied any provision of the Document;
- failed to have proper regard for statutory guidance;
- failed to take proper account of relevant evidence;
- took account of irrelevant or inaccurate evidence;
- was biased; or
- otherwise unlawfully discriminated against the teacher.

Stage One - informal process – Teachers

Where possible, the teacher/support staff member should in the first instance seek to resolve this by discussing the matter informally with their line manager or Head of School **within ten working days** of the decision. Once the individual raising the complaint has been notified of the decision, the decisionmaker should confirm the decision in writing, and notify them of their right to move to Stage Two. *NB – if the appellant is the CEO or Head of School they should raise this informally with the panel of Trustees who made the recommendation to the Pay Committee.*

Stage Two

This applies where the matter has not been resolved informally.

- The grounds for complaint (which must relate to the grounds set out above) should be set out in writing and sent to the Chair of the Pay Committee (the Committee that made the original pay determination decision) – **within ten working days** of the pay decision or the outcome of informal discussion.
- The Pay Committee (consisting of the same Trustees involved in the original determination) will then convene a hearing **within ten working days** of receipt of the written complaint.
- The appellant will be notified of their right to be represented by another person or professional/trade union representative at the hearing.
- The appellant will then be notified of the decision in writing, and of their right to appeal to Stage Three.

*NB: Where the appellant is the CEO or Head of School the Pay Committee should (where possible) consist of some Trustees who were **not** involved in the original recommendation.*

Attendees – Stage 2 Appeal Hearing

The Pay Committee

This will be the committee that made the original pay determination.



The CEO or Head of School

The CEO or Head of School would have made a pay recommendation to the Pay Committee (other than in respect of their pay).

HR Representative

HR is available to advise the Pay Committee on the process if appropriate.

The Appellant and their representative

This is the person making the appeal. They have the right to be accompanied by a representative who could be a Union Representative or a friend or colleague.

Stage Three – Appeal

- Where the appellant is not satisfied with the outcome of the Stage Two hearing, they may appeal against the decision within **10 working days** of receipt of the written outcome of the Stage Two hearing.
- A Pay Appeal Committee (consisting of Trustees **not** involved in Stage two hearing) will then convene a hearing **within twenty working days** of receipt of the written complaint.
- Where possible, every effort will be made to ensure that all relevant papers are distributed to each side well in advance of any hearing.
- The decision of the Appeal Panel will be given in writing, and where rejected, will include a note of the evidence considered and the reasons for the decision.

Attendees – Stage 3 Appeal Hearing

The Chair of the Pay Committee

This is the Chair of the Committee who made the original pay determination.

Pay Appeal Committee

This is the Panel that will be hearing the Appeal and will consist of three Trustees. These Trustees will not have been involved at earlier stages of the pay determination, and will not be employees of the academy.

The CEO or Head of School

The CEO or Head of School would have made the original pay recommendation to the Pay Committee (other than in respect of their pay).

HR Representative

HR will be able to support and advise the Pay Appeal Committee Panel on the process.

The Appellant and their representative

This is the person making the appeal. They have the right to be accompanied by a representative who could be a Union Representative or a friend or colleague.



The Structure of the Stage 2 Hearing

Having agreed on the order of proceedings the meeting will be formally opened by the Chair of the Pay Committee Panel. They will:

- Refer to the purpose of the hearing
- Refer to any documentation which may have been sent to the members of the Committee and the appellant or their representative.
- Introduce those present and explain their role in the proceedings.
- The Appellant will then be given the opportunity to put their case in the presence of the CEO or Head of School or other person who made the original recommendation to the Pay Committee (or other) and can call relevant witnesses.
- The Pay Committee Panel, the CEO or Head of School and the representative of the Local Authority/ Human Resources Representative will have the opportunity to question the Appellant.
- The CEO or Head of School will be given the opportunity to respond to the case that has been made by the appellant and can call any relevant witnesses.
- The Pay Committee Panel, the Appellant and their representative as well as the representative of the Authority/ Human Resources Representative will have the opportunity to question the CEO or Head of School.
- The Appellant and their representative will be invited to summarise their case if they so wish.
- The CEO or Head of School has the right to respond if any new point is made at this juncture.
- The Appellant, their representative and the CEO or Head of School will then be asked to leave the meeting to enable the Pay Committee Panel to consider the matter, reach a conclusion and pass a resolution. The representative of the Human Resources Department will be able to offer advice on the conditions of service under which the appellant is employed.
- The Appellant and their representative along with the CEO or Head of School will be recalled and informed of the Committee's decision/resolution.

After the Appeal

Once the Appeal has been heard the decision will be confirmed in writing by the Chair of the Appeal Committee to the appellant within **five working days**.

The Appellant will be informed of their right to appeal to Stage 3 of the process.

The Structure of the Stage 3 Appeal Hearing

- Having agreed on the order of proceedings the meeting will be formally opened by the Chair of the Pay Appeals Committee Panel. They will:
- Refer to the purpose of the appeal
- Refer to any documentation which may have been sent to the members of the Committee and the appellant or their representative.



- Introduce those present and explain their role in the proceedings.
- The Appellant will then be given the opportunity to put their case in the presence of the Chair of the Pay Committee and can call relevant witnesses.
- The Pay Appeal Committee Panel, the Chair of the Pay Committee and the representative of the Local Authority/ Human Resources Representative will have the opportunity to question the Appellant.
- The Chair of the Pay Committee will be given the opportunity to respond to the case that has been made by the appellant and can call any relevant witnesses.
- The Pay Appeal Committee Panel, the Appellant and their representative as well as the representative of the Authority/Human Resources Representative will have the opportunity to question the Chair of the Pay Committee.
- The Appellant and their representative will be invited to summarise their case if they so wish.
- The Chair of the Pay Committee has the right to respond if any new point is made at this juncture.
- The Appellant, their representative and the Chair of the Pay Committee will then be asked to leave the meeting to enable the Pay Appeal Committee Panel to consider the matter and reach a conclusion. The representative of the Authority/ Human Resources Representative will be able to offer advice on the conditions of service under which the appellant is employed.
- The Appellant and their representative along with the Chair of the Pay Committee will be recalled and informed of the Committee's decision/resolution.

After the Appeal

Once the Appeal has been heard the decision will be confirmed in writing by the Chair of the Appeal Committee to the appellant within ***five working days***.

Pay appeals decisions are final and binding on both parties and may not be reopened under grievance procedures. The grievance procedure will not be used for appeals against pay decisions.



DETAILS OF AMENDMENTS

September 2019

- Updated the pay scales in line with the Teacher's Pay and Conditions document

September 2020

- Updated the pay scales in line with the Teacher's Pay and Conditions document

September 2021

- No teachers' pay award, other than the bottom 3 points on the unqualified teachers' pay range (earning less than £24k per annum).
- TLR3s can be used to pay teachers who undertake tutoring to provide catch-up support linked to the pandemic (this would be for tutoring work taking place outside of normal directed time but during the school day).
- Early Careers Teachers replace NQTs
- School Teachers' Pay & Conditions Document (Sept 2021) reflects that the working days for teachers are reduced from 195 to 194 this year due to the Queen's Platinum Jubilee Bank Holiday.

September 2022

- Updated the pay scales in line with the Teacher's Pay and Conditions document
- School Teachers' Pay & Conditions Document (Sept 2022) reflects that the working days for teachers is reduced from 195 to 194 this year due to the additional Bank Holiday (Queen's funeral).

September 2023

- Updated the pay scales in line with the Teachers Pay and Conditions document
- Updated Leadership payscales as agreed by pay committee
- Removed reference to ratios for 'senior' age children
- Amended reference to HR Director as post does not exist with the current structure
- Amended supply rates for Teaching Staff
- TLR responsibility for Oldway amended to reflect the recruitment of additional Assistant Heads

October 2024

- Updated the pay scales in line with the Teachers Pay and Conditions document

March 2025

- Removed any reference to alternative pay dates for Shiphay



- Where the term appraisal was previously used, this has been updated to reflect either 'coaching and mentoring' or 'Professional Development'
- Updated the policy to reflect that we no longer utilise UQT for support staff across the Trust
- Removed reference to 'targets'
- Removed reference to Market Supplements
- Changes around Teacher Pay Progression away from PRP
- Revised the order of Monitoring and Appeals to ensure better coherence
- Amended to reflect gender pronouns

