



# Teacher's Pay Policy

Policy in effect from: November 2023

Review Date: November 2024



Ratified by the Pay and Performance Committee 7<sup>th</sup> November 2023

## **1. Introduction**

This policy sets out the framework for making decisions on teachers' pay. It has been developed to comply with current legislation and the requirements of the School Teachers' Pay and Conditions Document (STPCD) 2023 and has been consulted on with staff and/or the recognised trade unions

In adopting this pay policy the aim is to:

At Mighty Oaks Academy Trust, we cultivate a nurturing and joyful environment that celebrates everyone's unique worth, guiding each other to unlock our full potential as we grow together.

This vision is underpinned by our Trust values, which are:

- Respect
- Independence
- Resilience
- Kindness
- Honesty
- Courage

### **Our Offers**

We have used our vision and values to create a unique offer to our stakeholder groups.

#### **Children**

- A safe, fun and happy environment with positive and nurturing relationships
- Excellent teaching that inspires a thirst for knowledge
- A commitment to equipping all children with the tools to succeed, no matter what their starting point
- Provision of real-life, meaningful experiences in and beyond the school, delivered through first class curriculum
- An environment where children's voices are heard
- Recognition, understanding and celebration of children's individuality.

#### **Staff**

- A commitment to a decision making, well-being committee in every school, which has all staff groups represented
- A commitment to providing an effective work-life balance
- A commitment to providing quality, relevant professional development including growing leaders and offering further opportunities within the MAT
- Opportunities to collaborate with other practitioners across the MAT and wider educational community

#### **Parents**

- A strong partnership based on mutual respect
- Parent representation on Local Academy Committees (LACs) to ensure parents are involved in the Governance of the Academy
- Effective communication and feedback
- Opportunities to become actively involved with your child's learning journey
- Opportunities to develop your own potential within an educational setting

#### **Community**

- An understanding that school forms the heart of the community

- A responsibility to develop children's understanding of being a member of a community through involvement with local community organisations
- A commitment to raising aspirations through involvement with local businesses
- A mission to develop children's pride in their local community environment

This document applies the STRB 33rd report recommendations as confirmed in the School Teachers Pay and Conditions Document (STPCD) as follows:

In line with the recommendations in the STRB's 33rd Report, from 1 September 2023 a 6.5% increase will be applied to all pay and allowance ranges and advisory points, with higher increase to the bottom points of the Main Pay Range, to account for the increase to the minimum starting salary of £30,000.

The award will be paid to all eligible teachers, whether located on a published pay point or not and will be independent of any progression considerations.

In this Trust we have adopted the Advisory Pay Points set out in STPCD Annex 3 and 4 and as detailed in the relevant sections of this policy.

All other pay-related and performance related decisions are made taking full account of the:

- relevant challenge, accountability and responsibility of the school and role
- skills and relevant competencies/experience
- school improvement plan
- appraisal process for leadership and teachers
- school finances

Pay decisions at this school are made by:

- Head of Schools recommendations to the Executive Leader

## 2. Pay reviews

The Executive Leader alongside the Head of Schools will ensure that each teacher's salary is reviewed annually, with effect from 1 September and no later than 31 October each year, and that all teachers are given a written statement setting out their salary and any other financial benefits to which they are entitled to at the earliest convenience.

Salary awards as part of this review process will be with effect from 1st September.

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

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

### 3. Basic pay determination on appointment

The Executive Leader and CFO will determine the pay range for a vacancy prior to advertising it. On appointment it will determine the starting salary within that range to be offered to the successful candidate.

In making such determinations, the Executive Leader and CFO may take into account a range of factors, including:

- The relevant challenge, accountability and responsibility of the school and role
- The level of qualification, relevant skills, experience and competencies
- Market conditions
- The wider school context and strategic priorities

There is no assumption that a teacher will be paid at the same rate as they were being paid in a previous school.

### 4. Leadership Group pay

The relevant body will determine the salary ranges for those employed on the leadership pay scale in line with the pay range for the Leadership Group as stated at para 4.4 (STPCD) and in accordance with the determination in paragraphs 9.2-9.4 (STPCD).

This Trust has adopted the Leadership Pay Points as set out in the LGA Pay Reference Circular dated the 14 August 2023 and these are detailed at Appendix 2.

#### Pay range for the Headteacher

The relevant body will assign the school to a Headteacher group for the purposes of pay progression as per STPCD paragraph 11 and in accordance with paragraphs 5, 6, 7 and 8.

The relevant body will determine a pay range in accordance with paragraphs 9.2-9.4.

#### Headteacher Pay Range

##### Ranges for Headteachers

GROUP	RANGE OF SPINE POINTS	SALARY RANGE 1 SEPT 2022 TO 31 AUG 2023	SALARY RANGE 1 SEPT 2023 TO 31 AUG 2024
1	L6 - L18	£50,122 - £66,684	£53,380 - £71,019
2	L8 - L21	£52,659 - £71,765	£56,082 - £76,430
3	L11 - L24	£56,796 - £77,237	£60,488 - £82,258
4	L14 - L27	£61,042 - £83,126	£65,010 - £88,530
5	L18 - L31	£67,351 - £91,679	£71,729 - £97,639
6	L21 - L35	£72,483 - £101,126	£77,195 - £107,700
7	L24 - L39	£78,010 - £111,485	£83,081 - £118,732
8	L28 - L43	£86,040 - £123,057	£91,633 - £131,056

The relevant body will take into account all of the permanent responsibilities of the role, any challenges that are specific to the role and other relevant considerations.

For new appointments, the relevant body may use their flexibility of amending the pay range to take into account the close nature by which the candidate meets the requirements of the post.

The relevant body will ensure that there is appropriate scope within the range to allow for performance related progression over time.

Pay ranges should not normally exceed the maximum of the Headteacher group.

However, the Headteacher's pay range may exceed the maximum where the relevant body determines that circumstances specific to the role or candidate warrant a higher than normal payment.

Where the relevant body determines a pay range which exceeds that maximum, it will only exceed the maximum by 25% of the Headteacher group.

**If the Executive Leader is considering increasing the Headteacher range by more than the maximum of 25% they will seek external independent advice before reaching this decision and this decision will be supported by a business case.**

#### **Temporary Payments to the Headteacher (STPCD paragraph 10)**

In accordance with STPCD paragraph 10.2 the relevant body may determine that additional payments be made to a Headteacher for clearly temporary responsibilities or duties that are in addition to the post for which their salary has been determined.

The total sum of the discretionary payments in any school year will not exceed the 25% of the annual salary which is otherwise payable to the Headteacher.

The total sum of the salary and other payments will not exceed 25% above the Headteacher group.

The above does not apply to additional payments in accordance with:

- A) STPCD paragraph 25 where those residential duties are a requirement of the post, or
- B) STPCD paragraph 27 other than as reimbursement of reasonably incurred housing or relocation costs which relate solely to the personal circumstances of that Headteacher, Deputy or Assistant Headteacher

Only in wholly exceptional circumstances may the relevant body determine additional payments which exceed the limits stipulated above. The relevant body will seek external independent advice before providing such agreement.

#### **Pay Range for Deputy or Assistant Headteachers**

The relevant body must determine the pay range for Deputy and Assistant Headteachers in the same way as Headteachers in accordance with paragraph 9.2-9.4.

The maximum of the Deputy or Assistant Headteachers range must not exceed the maximum of the

Headteacher group for the school.

The pay range for a Deputy or Assistant Headteacher should only overlap the Headteacher's pay range in exceptional circumstances.

### **Pay Range for Lead Practitioner**

This post has a primary purpose of modelling and leading improvement of teaching skills.

The relevant body will determine a pay range in accordance with STPCD paragraph 16 which takes into account the challenge and demands of the individual post in accordance with the overall pay range.

Where more than one such post is created, the salary for each post will be determined separately as above.

The range for such post will be set between £47,417- £72,085

### **Lead Practitioners**

SPINE POINT	1 SEPT 2022 TO 31 AUG 2023	1 SEPT 2023 TO 31 AUG 2024
<b>Min 1</b>	£44,523	£47,417
<b>2</b>	£45,639	£48,606
<b>3</b>	£46,778	£49,819
<b>4</b>	£47,941	£51,058
<b>5</b>	£49,136	£52,330
<b>6</b>	£50,368	£53,642
<b>7</b>	£51,725	£55,088
<b>8</b>	£52,917	£56,357
<b>9</b>	£54,239	£57,765
<b>10</b>	£55,633	£59,250
<b>11</b>	£57,075	£60,785
<b>12</b>	£58,391	£62,187
<b>13</b>	£59,850	£63,741
<b>14</b>	£61,343	£65,331
<b>15</b>	£62,869	£66,956
<b>16</b>	£64,541	£68,737
<b>17</b>	£66,022	£70,314
<b>Max 18</b>	£67,685	£72,085

Progression will be based on performance reviewed in line with the Appraisal Policy.

### **5. Upper Pay Range**

Applications to the upper pay range are covered later in this document.

Teachers paid on the upper pay range will have a salary between the below in accordance with STPCD paragraph 14.

#### **Upper Pay Range 2023 – Annual Salary**

Minimum and Maximum	England (excluding the London Area)	Inner London Area	Outer London Area	Fringe Area
	£	£	£	£
Minimum	43,266	52,526	47,592	44,579
Maximum	46,525	56,959	51,179	47,839

The relevant body have determined salary range points of:

U1 - £43,266

U2 - £44,870

U3 - £46,525

Successful applicants to the upper pay range will be paid at the bottom of the scale.

#### **6. Main Pay Range**

Teachers paid on the main pay range will have a salary between £30,000 and £41,333 in accordance with STPCD paragraph 13.

The relevant body have determined salary range points of:

M1 - £30,000

M2 - £31,737

M3 - £33,814

M4 - £36,051

M5 - £38,330

M6 - £41,333

To move up the main pay range, one annual point at a time, teachers will need to have had a successful appraisal and have shown that they are competent in all elements of the Teachers' Standards.

If the evidence shows that a teacher demonstrates exceptional performance, the Head of School may consider the use of its flexibilities to award enhanced pay progression, by awarding a further move up the scale by one further point until/unless the maximum of that scale has been reached.

#### **7. Early Career Teachers (ECT's previously NQTS)**

Early Career teachers will be appointed to the bottom of the main pay range on appointment for induction.

ECT's have no automatic entitlement to pay progression on completion of induction. However, like other teachers, ECT's will have their pay determined annually and evidence from the induction process will inform decisions regarding pay.

## **8. Unqualified Teachers**

Unqualified teachers paid on the pay range for unqualified teachers will have a salary between £20,598 and £32,134 in accordance with STPCD paragraph 17.

The relevant body have determined salary range points of:

UQ1 - £20,598

UQ2 - £22,961

UQ3 - £25,323

UQ4 - £27,406

UQ5 - £29,772

UQ6 - £32,134

To move up the pay range, one annual point at a time, unqualified teachers will need to have had a successful appraisal and have shown that they are competent in all elements of the Teachers' Standards.

If the evidence shows that an unqualified teacher demonstrates exceptional performance, the Head of School may consider the use of its flexibilities to award enhanced pay progression, by awarding a further move up the scale by one further point until/unless the maximum of that scale has been reached.

## **9. Pay Progression based on Performance**

In accordance with STPCD paragraph 11 and 19, the relevant body will consider annually whether or not to increase the salary of teaching staff and those in leadership roles who have completed a year of employment since the previous pay determination and if so, what salary within the relevant pay ranges set.

In this Trust all teachers can expect to receive regular, constructive feedback on their performance and are subject to annual appraisal that recognises their strengths, informs plans for their future development, and helps to enhance their professional practice. The arrangements for teacher appraisal are set out in the School's Appraisal Policy.

We will ensure that teachers who have been absent for periods of the academic year, for example, on maternity leave/disability related absence will be treated fairly. For example, we will consider the option of conducting appraisals prior to the commencement of maternity leave and base any appraisal and pay determination on the evidence of performance to date in that appraisal year, along with the option of looking at previous appraisal periods if there is little evidence for the current year. Similar adjustments will be considered for those who have had a period of disability related absence.

A fair and transparent assessment process is in place that ensures decisions are based on evidence. In this school we ensure fairness by a transparent and thorough Performance Management process with regular monitoring during the academic year.



We will minimise the impact on workload for individual teachers, line managers and Headteachers throughout the process.

Objectives and performance management discussions will not be solely based on teacher generated data and predictions, or solely on the assessment data for a single group of pupils.

The evidence we will use may include but is not limited to peer review, pupil tracking, lesson observations (please see the Appraisal Policy for the protocol around this in the context of appraisal), and the views of pupils & parents.

Decisions regarding pay progression will be made with reference to the teachers' appraisal reports and the pay recommendations they contain. It will be possible for a "no progression" determination to be made without recourse to the capability procedure.

Teachers' appraisal reports will contain pay recommendations. Final decisions about whether or not to accept a pay recommendation will be made by the Executive Leader, having regard to the appraisal report and taking into account advice from the senior leadership team. The Executive Leader / Trust Board will consider its approach in the light of the school's budget and ensure that appropriate funding is allocated for pay progression at all levels.

In this school, judgements of performance will be made in relation to appraisal outcomes, meeting objectives and teacher standards. Movement up the ranges will be by one point each year on the successful completion of the appraisal process up to the maximum of the range. Where there has been exceptional performance, the Head of School may consider the use of its flexibilities to award enhanced pay progression, by awarding a further move up the scale by one further point until/unless the maximum of that scale has been reached.

**In the case of those on the Upper Pay Range, pay progression within the Upper Pay Range, until the maximum is reached, will be awarded following two successful appraisals,** this is on the basis that the teacher will still need to evidence that the teacher has maintained the standards highly competent, substantial & sustained as defined later in this document.

**In the case of ECTs, whose appraisal arrangements are different, pay decisions will be made by means of the statutory induction process.** However, like other teachers, ECTs will have their pay determined annually and evidence from the induction process will inform decisions regarding pay. We will ensure that ECTs are not negatively affected by the extension of the induction period from one to two years. This change does not prevent us awarding pay progression to ECTs at the end of the first year.

It will be possible for a 'no progression' determination to be made without recourse to the capability procedure.

## **10. Movement to the Upper Pay Range**

### **Applications and Evidence**

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

**All applications** should include the results of reviews or appraisals from the previous year, including recommendation on pay (or, where that information is not applicable or available, a statement and summary of evidence designed to demonstrate that the applicant has met the assessment criteria).

In order for the assessment to be robust and transparent, it will be an evidence-based process only. Teachers will be required to fill in the Post-Threshold Application Form, creating a folder of evidence 10 sections (1 per standard) and submit to the Head of School at least 2 weeks prior to the application deadline of 31st October to enable your application to be assessed. (shown at the end of this policy).

Where a teacher is subject to the 2011 or the 2012 Regulations, the relevant body will have regard to the assessments and recommendations in the teacher's appraisal reports under those regulations.

Those teachers who are not subject to the Appraisal Regulations 2012, or who have been absent, through disability or maternity, may cite written evidence from a 3 year period before the date of application, from this school and other schools, in support of their application.

### **The Assessment**

An application from a qualified teacher will be successful where the Head of School is satisfied that:

- (a) The teacher is highly competent in all elements of the relevant standards; and
- (b) The teacher's achievements and contribution to the school are substantial and sustained.
- (c) Sufficient evidence has been provided against the 10 standards.

### **The Process**

One application may be submitted annually. Applications must be submitted between 1<sup>st</sup> September and 31<sup>st</sup> October each year; however, exceptions will be made in particular circumstances, e.g. those teachers who are on maternity leave or who are currently on sick leave.

The process for applications is:

- Complete their folder of evidence
- Submit the application form and supporting evidence to the Head of School at least 2 weeks before the 31<sup>st</sup> October deadline (unless there are extenuating circumstances)
- The assessor will assess the application, this will include a recommendation on whether they have met the criteria for progression to the Upper Pay Range.
- Teachers will meet with the Head of School to review the folder of evidence, with feedback (if any) of any areas where evidence has not been sufficient.
- Successful applicants will move to the minimum of the UPR on 1<sup>st</sup> September of the current year of application.
- Unsuccessful applicants can appeal the decision as set out in the Appeals Procedure at Appendix 2

## **11. Allowances to teachers**

**Teaching and Learning Responsibility Payments (TLRs)**  
(STPCD paragraph 20)

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 school's staffing structure for the purpose of ensuring the continued delivery of high-quality teaching and learning for which they are made accountable. The award may be while the teacher remains in the same post or occupies another post in the temporary absence of the post-holder.

The values of the TLRs to be awarded are set out below:

**TLR1s** – the annual value is £9,272 - £15,690 TLR1

**TLR2s** - the annual value is £3,214 - £7,847 TLR2s

**TLR3s:**

The relevant body may award a fixed term third TLR (TLR3) for:

- clearly time limited school improvement projects
- one-off externally driven responsibilities or
- 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 £639 and no greater than £3,169 depending on the nature of the work.

The duration of the fixed term must be established at the outset and payment should be made on a monthly basis for the duration of the fixed term. The relevant body should not award consecutive TLR3s for the same responsibility unless that responsibility relates to tutoring, as set out above. TLR3s are not subject to safeguarding.

Although a teacher cannot hold a TLR1 and a TLR2 at the same time, a teacher in receipt of a TLR 1 or 2 can concurrently hold a TLR3.

With the exception of sub-paragraphs (c) and (e) which do not have to apply to the award of TLR3's, before awarding any TLR the relevant body 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.

**Allowances to unqualified teachers**

The relevant body 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:

- a) taken on substantial additional responsibility which
  - I.is focused on teaching and learning, and
  - II.requires the exercise of a teachers professional skills and judgement
- b) qualifications or experience which will bring added value to the role being undertaken

## **12. Additional payments**

Subject to STPCD paragraph 26, the relevant body may make such payments as they see fit to a teacher other than a head teacher, in respect of:

- a) continuing professional development undertaken outside of the school day
- b) activities relating to the provision of initial teacher training as part of the ordinary conduct of the school day
- c) participation in out of hours learning activity agreed between the teacher and the Headteacher
- d) additional responsibilities and activities due to or in respect of the provision of services relating to the raising of educational standards to one or more additional schools

The Head of School will not pay any honoraria to any member of the teaching staff for carrying out their professional duties as a teacher.

## **Recruitment and retention incentives and benefits**

Subject to STPCD paragraph 27 the relevant body may make a payment or provide such other financial assistance, support or benefits to a teacher as it considers to be necessary as an incentive for the recruitment of new teachers and the retention in their service of existing teachers.

The duration of the payment will be specified at the time of issue dependant on the reason, recruitment, retention, incentive, support etc

A review date at which point the payment may be withdrawn will also be specified.

## **13. Part-time teachers**

The relevant body will make its determination in line with the 'pro rata principle' under paragraph 41 & 42 of the STPCD.

Teachers employed on an ongoing basis at the school but who work less than a full working week are deemed to be part-time. The Trust will give them a written statement detailing their working time obligations and the standard mechanism used to determine their pay, subject to the provisions of the statutory pay and working time arrangements and by comparison with the school's timetabled teaching week for a full-time teacher in an equivalent post.

Part time teachers must be paid a percentage of the full time equivalent salary. The same percentage must be applied to allowances awarded to a part-time teacher excluding TLR3's which are paid in full.

#### **Short notice/supply teachers**

Teachers employed on a day-to-day or other short notice basis will be paid on a daily basis calculated on the assumption that a full working year consists of 194 days; periods of employment for less than a day being calculated pro-rata. This is reduced from 195 days to reflect the additional bank holiday for the HM Queens Funeral.

In making such determinations, the relevant Body may take into account a range of factors in line with the 'Basic Pay Determination on Appointment' section earlier in this policy.

#### **14. Pay increases arising from changes to STPCD**

All teachers are paid in accordance with the statutory provisions of the STPCD as updated from time to time and in line with the advisory pay points contained within the document. Where pay awards outlined in STPCD are confirmed as only applying to the minima and maxima of the pay ranges this Trust will apply them to all of the pay points within the range.

#### **15. Salary Safeguarding**

Safeguarding arrangements will apply according to the provisions of STPCD.

#### **16. Appeals**

Appeals will be made in line with the Schools Appeals process (appendix 1).

The letter of appeal must state the reason for the appeal and the factors giving rise to it.

## Appendix 1 - Pay Policy for Teaching Staff

### APPEALS PROCEDURE

The School Teachers' Pay and Conditions Document ("the Document") requires schools and local authorities to have a pay policy in place that sets out the basis on which teachers' pay is determined and the procedures for handling appeals.

A pay recommendation can be made as part of the appraisal cycle and when an application is made to the upper pay range. In both circumstances, decisions will be made by the relevant body in the school. Written details of and the reasons for the pay recommendation will be given to the teacher.

Where a teacher is dissatisfied with the pay recommendation they may raise this as follows:

**Stage one** - wish to have an informal discussion with the appraiser/Head of School before the pay decision is made.

If the teacher believes that an incorrect recommendation had been made, they may:

**Stage two** - make formal representations to the CEO in writing stating the grounds for not agreeing to the pay recommendation.

The teacher may make representations which include presenting evidence, calling witnesses and have the opportunity to ask questions of the decision maker at a formal meeting. The teacher is entitled to be accompanied by a colleague or trade union representative. The decision will be communicated in writing within 5 working days.

Where this is not possible or they are still dissatisfied, the teacher may follow a formal appeals process as stated below – **Stage Three:**

- If the teacher wishes to exercise their right of appeal, they must write to the Clerk of the Trust Board at the earliest opportunity and within 5 working days of the decision at stage two, stating the grounds of the appeal and the facts on which they will rely.
- Upon receipt of the appeal, an Appeals Committee will be established consisting of 3 Trustees, none of whom are employees of the School or have been involved in the decision making process.
- A date for an appeal should be convened at the earliest opportunity, ideally within 20 working days of receipt of the appeal letter.
- The teacher will be invited to attend and is entitled to be accompanied by a colleague or trade union representative. Those involved in the decision making will also be invited. (NB This may involve the person who made the original recommendation and the decision maker. Where the decision maker is a Committee, the Chair of that Committee will attend).
- The teacher should provide all relevant evidence to the Committee and decision maker no later than 5 working days before the Appeals hearing.
- The decision maker should provide the teacher and Committee all relevant documentation e.g. appraisal policy, appraisal documents, decision letter etc by the same date (this may mean that

decision maker and teacher share inform each other of the documents to be submitted to avoid duplication)

- Evidence may be submitted after this date by agreement of the Committee.

### Conduct of the Appeal Hearing

The Chair of the Appeals Committee will ensure the conduct of the hearing is as follows:

- Introductions of all parties
  - Clerk takes notes of the hearing
  - Employee/representative to state their case (including relevant evidence to support their case)
  - Recommender/decision maker/management has the opportunity to ask questions of the employee/representative
  - Chair & Committee to ask questions of the employee/representative
  - Recommender/decision maker/management to present their case
  - Employee has the opportunity to ask questions
  - Chair & Committee to ask questions of the recommender/decision maker/management
  - Ask the employee followed by management to sum up
  - Adjourn to make a decision
- The Appeals Committee will communicate their decision where possible in person. However, if this is not possible, notification will be in writing within 5 working days of the hearing. The Chair will also communicate the decision to the other attendees in the same timescales.

The decision of the Appeals Committee is final.

Please note, there will be no entitlement to invoke the appeal procedure in relation to a pay decision if the teacher has left the employment of the school. Should a teacher lodge an appeal and decide to leave the employment of the school all possible attempts should be made to hear the appeal before that teacher leaves. However, where that is not possible the *modified procedure below will be used*:

### Modified Procedure

Where a teacher has, whilst employed at the school, lodged an appeal against a pay decision but has then subsequently left the school's employment before any appeal hearing is held, the following steps will be observed:

- The teacher must have set out details of their appeal in writing;
- The teacher must have sent a copy of their appeal to the Chair of the Trust Board;
- The Chair of the Trust Board will consult with relevant school personnel and provide the teacher with an appropriate written response on behalf of the school.

## Appendix 2 – Leadership Group Pay Range

1	£47,185
2	£48,366
3	£49,574
4	£50,807
5	£52,074
6	£53,380
7	£54,816
8	£56,082
9	£57,482
10	£58,959
11	£60,488
12	£61,882
13	£63,430
14	£65,010
15	£66,628
16	£68,400
17	£69,970
18*	£71,019
18	£71,729
19	£73,509
20	£75,331
21*	£76,430
21	£77,195
22	£79,112
23	£81,070
24*	£82,258
24	£83,081
25	£85,146
26	£87,253
27*	£88,530
27	£89,414
28	£91,633
29	£93,902
30	£96,239
31*	£97,639
31	£98,616
32	£101,067
33	£103,578
34	£106,138
35*	£107,700
35	£108,776
36	£111,470
37	£114,240
38	£117,067
39*	£118,732
39	£119,921
40	£122,912
41	£125,983
42	£129,140
43	£131,056

\* These points and point 43 are the maximum salaries for the eight headteacher group range



## Post-Threshold Application

*The applicant must demonstrate that they meet the Post-Threshold standards before UPS can be awarded. This involves creating a folder of evidence with 2-3 examples per standard.*

*Please create a folder with 10 sections (1 per standard) and submit to the Head of School at least 2 weeks prior to the application deadline of 31<sup>st</sup> October to enable your application to be assessed.*

Area	Standard	Description
Professional attributes	P1	<i>Contribute significantly, where appropriate, to implementing workplace policies and practice and to promoting collective responsibility for their implementation.</i>
Professional knowledge and understanding	P2	<i>Have an extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise learning to provide opportunities for all learners to achieve their potential.</i>
Professional attributes	P3	<i>Have an extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise learning to provide opportunities for all learners to achieve their potential.</i>
Professional attributes	P4	<i>Have up-to-date knowledge and understanding of the different types of qualifications and specifications and their suitability for meeting learners' needs.</i>
	P5	<i>Have a more developed knowledge and understanding of their subjects/curriculum areas and related pedagogy including how learning progresses within them.</i>
	P6	<i>Have sufficient depth of knowledge and experience to be able to give advice on the development and well-being of children and young people</i>

Area	Standard	Description
<b>Professional skills</b>	P7	<i>Be flexible, creative and adept at designing learning sequences within lessons and across lessons that are effective and consistently well-matched to learning objectives and the needs of learners and which integrate recent developments, including those relating to subject/curriculum knowledge.</i>
	P8	<i>Have teaching skills which lead to learners achieving well relative to their prior attainment, making progress as good as, or better than, similar learners nationally.</i>
	P9	<i>Promote collaboration and work effectively as a team member.</i>
	P10	<i>Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback.</i>