

Whole School Pay Policy

Marish Academy Trust



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This policy will be subject to ongoing review and may be amended prior to the scheduled date of the next review in order to reflect changes in legislation where appropriate.

| Section | Contents | | Page |
|-------------------|--|--|-------------|
| 1. | Scope | | 3 |
| 2. | Policy Purpose | | 3 |
| | 2.1 | Teachers | 4 |
| | 2.2 | Support Staff | 4 |
| 3. | Determining Pay for Teachers | | 4 |
| | 3.1 | Pay Reviews | 4 |
| | 3.2 | Basic Pay Determination on Appointment | 5 |
| | 3.3 | Pay Progression based on Performance | 5 |
| | 3.4 | Teachers on the Main Pay Range | 6 |
| | 3.5 | Movement to the Upper Pay Range | 7 |
| | 3.5.1 | Applications and Evidence | 7 |
| | 3.5.2 | The Assessment | 7 |
| | 3.5.3 | Processes and Procedures | 8 |
| | 3.6 | Leading Practitioners | 9 |
| | 3.7 | Unqualified Teachers | 9 |
| | 3.8 | Part-time Teachers | 10 |
| | 3.9 | Short Notice/Supply Teachers | 10 |
| | 3.10 | Leadership Group Pay | 10 |
| | 3.11 | Allowances | 11 |
| | 3.11.1 | Teaching and Learning Responsibility (TLR) Payments | 11 |
| | 3.11.2 | Special Educational Needs (SEN) Allowance | 11 |
| | 3.11.3 | Allowances payable to Unqualified Teachers | 12 |
| | 3.11.4 | Acting Allowance | 13 |
| | 3.11.5 | Secondments – Performance Payments to Seconded Teachers | 13 |
| | 3.12 | Additional Payments | 13 |
| | 3.13 | Recruitment and Retention Incentives and Benefits | 14 |
| | 3.14 | Salary Safeguarding | 14 |
| | 3.15 | Pay increases arising from changes to the Document | 14 |
| 4. | Determining Pay for Support Staff | | 14 |
| | 4.1 | Pay Rates and Allowances | 15 |
| | | a) Increments | 15 |
| | | b) Overtime Payments | 15 |
| | | c) Part-Time and Term-Time Only Employees | 15 |
| | | d) Value of Accommodation and Services | 15 |
| | 4.2 | Job Evaluations | 16 |
| 5. | Teachers’ Pay Appeals | | 16 |
| 6. | Over/Under Payments | | 16 |
| 7. | Monitoring the Impact of this Policy | | 16 |
| 8. | Review of Policy & Consultation | | 16 |
| Appendix 1 | Marish Academy Trust’s pay progression based on teacher performance | | 17 |
| Appendix 2 | Teachers’ Pay Ranges | | 19 |

1. Scope

This applies to all employees in schools and academies; its provisions predominantly apply to teaching staff and to that extent, this policy seeks to reflect the School Teachers' Pay and Conditions Document (STPCD) which is updated each year following consultation with the teacher unions, employers and other relevant interested parties. For support staff, the pay policy should reflect the provisions of the Green Book.

Within this policy, references to the school, Headteacher, Governing Board and the Chair of Governors will, for Academies and Academy Trusts, be taken to mean a reference to the appropriate equivalent within those establishments.

2. Policy Purpose

This policy explains:

- The Trust's adopted pay framework for Teachers
- The Trust's adopted pay framework for Support Staff
- The criteria which will be considered when making pay decisions
- The process by which pay determinations / decisions will be made.

This policy recommends a framework for schools to follow in setting pay for its employees and covers the key areas of pay discretion that schools need to consider.

This policy has been developed to enable pay decisions to be made in compliance with the following regulations and legislation as amended from time to time: the Education (School Teacher's Appraisal) (England) Regulations 2012 – ("the 2012 Regulations"), the Employment Rights Act 1996, the Employment Relations Act 1999, the Equality Act 2010, The Part-time Workers (Prevention of Less Favourable Treatment) Regulations 2000, The Fixed-term Employees (Prevention of Less Favourable Treatment) Regulations 2002.

This policy aims to be consistent with the principles of public life: selflessness, integrity, objectivity, accountability, openness, honesty and leadership.

In adopting this policy, the aim is to:

- Maximise the quality of teaching and learning at the school
- Support the recruitment and retention of a high-quality teaching and support staff workforce
- Enable the school to recognise and reward staff appropriately for their contribution to the school
- Help to ensure that decisions on pay are managed in a fair, just and transparent way.

Pay decisions for the majority of teachers at this school are made by the Leadership Team in conjunction with the Executive Headteacher. However, where the progression of a particular teacher deviates from the norm, either because of poor or exemplary performance, the Executive Headteacher will present the case to the Strategic Board of the Governing Body for their advice and approval. Moreover, pay awards for the Executive Headteacher will be negotiated by the team of two Governors and an external representative, set up for this purpose. Their decision will then be ratified by the Strategic Board of the Governing Body.

2.1 Teachers

The School Teachers' Pay and Conditions Document (STPCD) requires schools to have a pay policy which sets out the basis on which they determine teachers' annual pay review; and the procedures for determining appeals.

Schools must stay within the legal framework set out in the STPCD and in other relevant legislation that affects all employers (for example, legislation on equality, employment protection and data protection).

The 2022 School Teachers' Pay and Conditions Document (referred to as 'the 2022 Document' for the purposes of this policy) makes a number of changes to how teachers' pay will be determined from September 2022. It is suggested that schools consider their pay policy alongside their performance appraisal policy and cross-reference where that is helpful. Both pay and performance appraisal policies should make clear the school's compliance with equalities legislation and the requirements of the 2022 Document.

This policy has been developed to help Headteachers and Governing Boards ensure their pay policies reflect current legislation. It is based on the Department for Education's (DfE's) model policy which is non-statutory and sets out how the school determines the salary of its teachers and needs to be read in conjunction with the [2022 School Teachers' Pay and Conditions Document](#) guidance and the DfE document entitled "[Implementing Your School's Approach to Pay](#)".

2.2 Support Staff

The Governing Board recognise that the pay and conditions of employment for support staff will come from a number of sources:

- National Joint Council for Local Government Services (National Agreement on Pay & Conditions of Service);
- Local agreements and conditions of service agreed/negotiated by the Local Authority, including a framework for grading posts through a recognised job evaluation process;
- Terms and conditions of employment set by the Governing Board itself.

3. Determining Pay for Teachers

3.1 Pay Reviews

Marish Academy Trust maintains the former statutory deadlines of 31st October for all classroom teachers and 31st December for headteachers.

The Governing Board will ensure:

- **That each teacher's salary is reviewed annually, with effect from 1st September and no later than 31st October each year;**
- **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 description that lead to a change in the basis for calculating an individual's pay.

An electronic statement will be provided within our online performance appraisal system after any review.

Where a pay determination leads or may lead to the start of a period of safeguarding of pay (see paragraph 3.14 below), the Governing Board will give the required notification as soon as possible and no later than one month after the date of the determination.

3.2 Basic Pay Determination on Appointment

The Academy Leadership Team will determine the pay range for a vacancy prior to advertising it. For all leadership team appointments, the Strategic board of the Governing Body will also be consulted prior to advertising a post. On appointment, the senior leadership will determine the starting salary within that range to be offered to the successful candidate.

In making such determinations, the leadership team may take into account a range of factors including (but not restricted to):

- The nature of the post
- The level of qualifications, skills and experience required
- Market conditions
- The wider school context

Whilst, there is no assumption that a teacher will be paid at the same rate as they were being paid in a previous school, we wish to secure good candidates, we must accept that few people are prepared to take a pay cut.

3.3 Pay Progression based on Performance

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 Trust's Performance Management/Appraisal Policies. However all targets, records of progress and evidence are retained electronically within our Performance Appraisal System.

Decisions regarding pay progression will be made with reference to the teachers' appraisal reports and the pay recommendations they contain. In the case of Early Career Teachers (ECTs), whose appraisal arrangements are different, pay decisions will be made by means of the statutory induction process.

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

To be fair and transparent, assessments of performance will be properly rooted in evidence while being proportionate to be able to support robust decisions. In this trust we will ensure fairness by triangulating the evidence base for individual teacher performance each year.

To do this a variety of evidence will be used, including but not exclusively: learning walks and observations, self-assessment and peer review, work scrutiny and pupil progress over time assessments, deep dives and impact review meetings to provide a 360 degree of a teacher's performance.

Teachers’ appraisal reports within the performance appraisal online system will contain pay recommendations, only at the end of the summer term each year. Final decisions about whether or not to accept a pay recommendation will be made by the Academy Leadership Team for the majority of teachers. However, those individuals whose appraisal report recommends ‘no pay progression’ (with the exception of those on Leadership pay scale, who only progress every second year) will have their cases referred to the Strategic Board of the Governing Board for a final decision. The Strategic Board will consider each case on its merits. See Appendix 1.

At Marish Academy Trust, judgments of performance will be made against agreed objectives (targets set early each academic year) and the relevant teacher standards. Teachers will be eligible for pay progression if they achieve or exceed their targets and are meeting the majority of the relevant teacher standards. In exceptional circumstances a teacher may still be recommended for pay progression when they have only partly met a target or standard but can produce evidence in mitigation. See Appendix 1.

3.4 Teachers on the Main Pay Range

The school’s Main Pay Range is as given below:

| <u>Main Pay Range</u> | 1 Sept 2022 to 31 Aug 2023 |
|-----------------------|-----------------------------------|
| MP1 | £29,344 |
| MP2 | £31,126 |
| MP3 | £33,055 |
| MP4 | £35,151 |
| MP5 | £37,264 |
| MP6 | £40,083 |

Teachers on the Main Pay Range will be paid on a point in the above pay range as determined following an appropriate performance appraisal review.

The Trust will need to ensure that the pay range reflects the requirements of the 2022 Document in relation to the minimum and maximum salary amounts within the appropriate salary range.

All other pay points and the criteria which will determine incremental enhancement and/or salary enhancement will be for the school to decide.

NB: In September 2015, the DfE increased the maxima of the main pay range by 2%. However, it was advised that this should not mean that teachers already paid on the maxima (i.e. M6) would automatically receive a salary increase of 2%. An increase of 2% at that time was expected to be awarded on merit of performance only. As a result of this, the way in which the maximum of the Main Pay Range is reflected differs from school to school, and some schools have chosen to create additional pay point(s) on their Main Pay Range i.e. MPR1-MPR6a, MPR1-MPR6b, whilst working within the parameters of the salary amounts set for the main pay range.

3.5 Movement to the Upper Pay Range

The Trust’s Upper Pay Range is as given below:

| <u>Upper Pay Range</u> | |
|------------------------|----------------|
| UP1 | £41,858 |
| UP2 | £43,360 |
| UP3 | £44,919 |

The Trust will ensure that the pay range reflects the requirements of the 2022 Document in relation to the minimum and maximum salary amounts within the appropriate salary range.

All other pay points and the criteria which will determine incremental enhancement and/or salary enhancement will be for the Trust to decide. Hitherto, our practice has been to award a blanket recommended percentage increase across the board.

There is no automatic provision for a teacher to “step down” from the Upper Pay Range, once they have been assessed at this level, if employed in the same school.

If a teacher wants to apply to progress from UPS 1 to UPS 2 or UPS 2 to UPS 3 they must repeat the application process shown below, except they do not need to produce evidence as the Executive Head and the Headteacher, will assess their performance against the enhanced Teacher standards shown in appendix 2 based on the evidence they already have access to. There must be an interval of two full years between applications for progression within the upper pay scale.

3.5.1 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.

Applications may be made once a year and submitted to the Executive Headteacher for consideration between 1st July and 30th September in any year. This is to allow those teachers who start working for the Trust at the start of any academic year the opportunity to apply to be paid on the upper pay range, as well of those who are already working at the Trust at the end of the previous academic year.)

If a teacher is simultaneously employed at another school(s), they may submit separate applications if they wish to apply to be paid on the upper pay range in that school or schools. This Trust will not be bound by any pay decision made by another school.

Where a teacher is subject to the 2011 or 2012 Regulations, the relevant body shall have regard to the assessments and recommendations in the teachers’ appraisal reports under these Regulations (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 should be submitted).

Applications should contain evidence from previous two academic years, but when a teacher has had a break in service the evidence should be for the most recent two years that they were working. The application should be written as a letter with the evidence attached showing the teacher has met their targets and relevant standards for the previous two years and demonstrating that they have exceeded expectations of teachers on the main pay scale, making a substantial positive contribution school or trust wide for the sustained period of the previous two years. (Please see appendix 2 ‘Passing through the Threshold at Marish Academy Trust’, for more information and the enhanced Teacher standards we expect UPS teachers to meet.)

3.5.2 The Assessment

An application from a qualified teacher will be successful where the Executive Headteacher 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.

For the purposes of this pay policy:

- 'highly competent' means that their performance in all relevant areas is at least good, but also they can demonstrate their ability to impact positively on the performance of colleagues through coaching, mentoring and modelling best practice across the school or Trust.
- 'substantial' means that the teacher's contribution to the school goes beyond the requirements of a teacher on the main pay scale, is linked to a Trust/school improvement priority and has had a demonstrable impact on pupil outcomes.
- 'sustained' means that the teacher's substantial contribution has been maintained continuously over a considerable period of at least two school years.

3.5.3 Processes and Procedures

The application will be assessed by the Executive Headteacher initially and then reviewed by the Academy Leadership Team who will decide whether to ratify the recommendation of the Executive Academy Leadership Team before 31st October in any year.

If successful, pay awards approved after 1st September will be back dated to the start of the academic year and in the majority of cases successful teachers will be placed on the first point on the upper pay range. In exceptional circumstances, the Executive Headteacher in consultation with the Strategic Board of the Governing Body will decide where on the upper pay range a successful teacher is placed and this will be based on considerations including:

- The nature of the post and the responsibilities it entails
- The level of qualifications, skills and experience of the teacher).

If unsuccessful, feedback will be provided by the Executive Headteacher within 10 working days of decision.

Any appeal against a decision not to move the teacher to the upper pay range will be heard under the Teachers' Pay Appeals procedure – see Section 5 of this policy. The panel will comprise three governors or trustees and cannot be the Executive head or the head teacher as they have already been involved in the decision not to award pay progression.

3.6 Leading Practitioners

The Trust has discretion to create posts for qualified teachers whose primary purpose is modelling and leading improvement of teaching skills.

Teachers on the pay range for leading practitioners must be an exemplar of teaching skills, lead the improvement of teaching skills in the school and carry out the professional responsibilities of a teacher other than a Headteacher, including those responsibilities delegated by the Headteacher.

A teacher on the pay range for leading practitioners must take a leadership role in developing, implementing, and evaluating policies and practice in the school that contribute to school improvement. This may include:

- a) Coaching, mentoring and induction of teachers, including trainees and ECTs

- b) Disseminating materials and advice on practice, research and continuing professional development provision
- c) Assessment and impact evaluation, including through demonstration lessons and classroom observation
- d) Helping teachers who are experiencing difficulties.

It may be that such a post will contain an element of outreach, for example ‘they will also be required to take on this role in other schools or in relation to teachers from other schools’)

All of the above points will be negotiated with any successful candidate at appointment.

Where the Trust decides to appoint a leading practitioner, it will advertise the vacancy and appoint in the same way as for other vacancies, satisfying itself that the successful candidate can demonstrate excellence in teaching and will be able to contribute to leading the improvement of teaching skills.

When setting the individual post range for teachers on the pay range for leading practitioners, the Governing Board will have regard to the challenge and demands of the individual post and the school’s pay structure.

Where the Trust creates more than one such post, the individual post ranges for each post will be determined separately and can differ to reflect the different demands and challenges of each post.

The Governing Board will determine a pay range on the leading practitioner pay range and will need to ensure that the pay range reflects the requirements of the 2022 Document in relation to the minimum and maximum salary amounts within the appropriate salary range as set out in the 2022 Document (paragraph 16.3).

The pay range will need to reflect an increase on the minimum and maximum of the range. All other pay points and the criteria which will determine incremental enhancement and/or salary enhancement will be for the school to decide.

3.7 Unqualified Teachers

The trust’s Unqualified Teachers Pay Range is as below:

| Unqualified Teachers Pay Range | 1 Sept 2022 to 31 Aug 2023 |
|---------------------------------------|-----------------------------------|
| UT1 | £20,594 |
| UT2 | £22,810 |
| UT3 | £25,029 |
| UT4 | £26,984 |
| UT5 | £29,203 |
| UT6 | £31,421 |

The Trust will need to ensure that the pay range reflects the requirements of the 2022 Document in relation to the minimum and maximum salary amounts within the appropriate salary range as set out in the 2022 Document (paragraph 17.1).

Unqualified teachers will be paid on a point within the above range as determined by the Executive headteacher and subject to the appropriate performance appraisal process.

Upon obtaining qualified teacher status, an unqualified teacher will be transferred to a salary within the Main Pay Range which is the same or higher than the sum of salary paid on the Unqualified Teachers Pay Range.

The pay range will need to reflect an increase on the minimum and maximum of the range. All other pay points and the criteria which will determine incremental enhancement and/or salary enhancement will be for the Trust to decide.

3.8 Part-time Teachers

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 HR department 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 Trust's timetabled teaching week for a full-time teacher in an equivalent post.

When calculating an individual's working week, please refer to 2022 Document, Section 3 (Part-time teachers' remuneration) for further guidance.

The salary of any pay allowances, except TLR3s for part-time staff, will be pro rata.

3.9 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 195 days (194 days for the school year beginning in 2022); periods of employment for less than a day being calculated pro-rata.

It is the Trust's responsibility to determine the pay point an individual teacher will be paid.

3.10 Leadership Group Pay

3.10.1 Executive Headteacher/Headteacher

The pay range for the Executive Headteacher/Headteacher will be determined in accordance with criteria specified in the 2022 Document.

The Strategic Board of the Governing Body will ensure that the Executive Headteacher/Headteacher's salary is reviewed annually with effect from 1 September and no later than 31 December each year.

The Strategic Board of the Governing Body will determine a pay range (Individual School Range (ISR)) for the Executive Headteacher/Headteacher, taking into account the Trust's Headteacher group size and the related pay range.

The Strategic Board of the Governing Body will need to ensure that the Executive Headteacher/Headteacher's pay range reflects the requirements of the 2022 Document in relation to the minimum and maximum salary amounts within the appropriate salary range for the group size.

The Executive Headteacher/Headteacher must demonstrate sustained high quality of performance in respect of school leadership and management and pupil progress at the school and will be subject to a review of performance against performance objectives before any incremental progression is awarded.

3.10.2 Deputy and Assistant Headteachers

The pay ranges for Deputy and Assistant Headteachers will be determined in accordance with criteria specified in the 2022 Document.

The Deputy or Assistant Headteacher's pay range will be based on the Leadership Group pay range and must not exceed the maximum reference point of the Headteacher group for the Trust. These pay ranges will usually comprise five incremental points.

In determining the pay range for the Deputy or Assistant Headteacher, the Governing Body will ensure:

- that the maximum of the Deputy or Assistant Headteacher's pay 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.

Deputy and Assistant Headteachers must demonstrate sustained high quality of performance in respect of school leadership and management and pupil progress and will be subject to a review of performance against their performance objectives before any incremental progression is awarded.

Normally such progression will be permitted only every second year to bring their pay in line with the progression for teachers on the upper pay scale.

3.10.3 Payment to Acting Headteacher

The Strategic Board of the Governing Body must determine within four weeks if an Acting Allowance should be paid to a Deputy Headteacher or Assistant Headteacher who is covering the absence of the Headteacher.

The acting allowance must provide a salary which is the equivalent to at least the minimum of the pay range for post.

3.11 Allowances

3.11.1 Teaching and Learning Responsibility (TLR) Payments

The Governing Board can award a TLR1 or TLR2 to a classroom teacher for undertaking a sustained additional responsibility in the context of its staff structure to ensure the continued delivery of high-quality teaching and learning and for which the teacher is made accountable.

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

- TLR1 Range: £8,706 to £14,732
- TLR2 Range: £3,017 to £7,368
- A TLR3 will be awarded to a classroom teacher undertaking a clearly time-limited school improvement project or one-off externally driven responsibilities. The annual value of the TLR3 will be between £600 and £2,975.

The duration of the fixed term will be established at the outset and payment will be made on a monthly basis for the duration of the fixed term.

A teacher cannot be in receipt of a TLR1 and TLR2 at the same time; however, they can receive a TLR3 in addition to either TLR1 or TLR2.

Before awarding any TLR the Trust leadership team 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 teachers' assigned classes or groups of pupils; and
- e) involves leading, developing and enhancing the teaching practice of other staff.

For payment of TLR1, the significant responsibilities must include line management responsibility for a significant number of staff.

Posts attracting the level of TLR1 or TLR2 will be identified in the Trust's staffing structure.

In establishing appropriate values for TLR allowances, the Governing Board will ensure that values chosen are properly positioned between the established minimum and maximum values.

3.11.2 Special Educational Needs (SEN) Allowance

A SEN allowance of no less than £2,384 and no more than £4,703 is payable to:

- In any SEN post that requires a mandatory qualification;

Where a SEN allowance is to be paid, the Executive Headteacher will determine the spot value of the allowance, taking into account the structure of the Trust's SEN provision and following factors:

- a) Whether any mandatory qualifications are required for the post;
- b) The qualifications or expertise of the teacher relevant to the post; and
- c) The relative demands of the post.

SEN allowances can be held at the same time as TLRs. The Executive Headteacher will, when keeping their staffing structures under review:

- a) Ensure that, in the light of remodelling and the move of administrative tasks from teachers to support staff, holders of SEN allowances are not carrying out tasks that would be more appropriately undertaken by support staff;
- b) Consider whether, if teachers have responsibilities that meet all the criteria for the award of TLR payments, it would be more appropriate to award a TLR payment instead of a SEN allowance of a lower value;
- c) Not continue to award new SEN payments solely for the purposes of recruitment and retention; and
- d) Ensure that any SEN responsibilities are clearly specified in individual teachers' job descriptions.

In establishing appropriate values for SEN allowances, the Governing Board will ensure that values chosen are properly positioned between the established minimum and maximum values. Differential values relating to SEN roles in the school will be established to properly reflect the significant differences in the nature and challenge of the work entailed so that the different payment levels can be objectively justified.

The teacher will be given written notification at the time of the award specifying the amount of the award and the reason for the award.

3.11.3 Allowances payable to Unqualified Teachers

The Trust leadership team may award an additional allowance to an unqualified teacher where it considers that, in the context of its staffing structure, the teacher has:

- a) Taken on a sustained additional responsibility which:
 - is focused on teaching and learning; and
 - requires the exercise of a teachers' professional skills and judgement; or
- b) Qualifications or experience which bring added value to the role being undertaken.

Unqualified teachers may not hold TLRs or SEN allowances. At Marish Academy Trust we have determined to award an Unqualified Teacher an Associate Staff leadership allowance to unqualified teachers or support staff who are undertaking specific time limited teaching and learning responsibilities.

Marish Academy Trust may pay an Associate Staff leadership allowance to an unqualified teacher where, if they were qualified they would have been permitted to receive a TLR. This is usually awarded for leadership duties outside the scope of their main post.

Associate Staff Leadership Allowances are paid for the period of an academic year and will usually be fixed at one of the following rates per annum:

- 1 -£1,200
- 2 - £1,800
- 3 - £2,400
- 4 - £3,000
- 5 - £3,600

The level of the TLR will be set depending on how onerous the leadership responsibilities are. All Associate staff with a TLR who are teachers will have the equivalent of half a day leadership time.

3.11.4 Acting Allowance

Subject to the provisions set out in the 2022 Document, an acting allowance may be paid to a teacher who is assigned and carries out duties of a headteacher, deputy headteacher or assistant headteacher but has not been appointed as an acting headteacher, deputy headteacher or assistant headteacher.

3.11.5 Secondments – Performance Payments to Seconded Teachers

See paragraph 24.1 of the 2022 Document – where a teacher is temporarily seconded to a post as Headteacher in a school causing concern.

3.12 Recruitment and Retention Incentives and Benefits

The Trust Strategic Board will pay recruitment and retention awards as an incentive for the recruitment of new teachers and the retention of existing teachers. Incentives may, for example, include a cash sum, a percentage uplift of salary, or defined benefits such as childcare costs or health care provision.

In relation to all Leadership posts the 2022 Document states that recruitment and retention incentives should not be awarded other than as reimbursement as reasonably incurred housing or re-location costs. If this discretion has been applied in setting a pay range for recruitment purposes any further payment should not be made.

At Marish Academy Trust recruitment incentives may be offered if we find it particularly difficult to fill a specific post and have to repeatedly advertise. Retention incentives can be offered to existing staff who for example live within a London Borough but chose to work with us when they could achieve a higher salary for the same role near their home.

The Governing Board will determine the level of payment and the fixed-term duration over which the payment is to be made. These arrangements will be subject to regular formal reviews.

3.14 Salary Safeguarding

The Governing Board will operate salary safeguarding arrangements in line with the provisions of the 2022 Document.

3.15 Pay increases arising from changes to the 2022 Document

All teachers are paid in accordance with the statutory provisions of the 2022 Document as updated from time to time.

4. Determining Pay for Support Staff

The Governing Board, in conjunction with the Headteacher, will undertake an annual review of the pay and duties performed by support staff. If as a result of any review it is necessary to consider a change in the duties of any member of the support staff, consultation will take place with the member/s of staff concerned and Union representatives to ensure appropriate changes are made to job descriptions.

4.1 Pay Rates and Allowance

a) Increments

At Marish Academy Trust a performance linked incremental scheme does not apply for support staff. However, we do permit annual incremental progression in exceptional circumstances. Such increments are only payable when the post-holder has exceeded all their targets for the previous year. The ongoing award of any increments will be reviewed in the summer term for the previous academic year.

Associate staff Leadership Allowances or TLRs are available as an alternative pecuniary incentive for those staff who wish to go the extra mile and contribute to trust wide school improvement. These are allocated in advance for a specific period, usually an academic year, and specific responsibilities. These allowances can be applied for in the summer term each year and are agreed by the Academy Leadership Team by 1st September each year.

Associate Staff Leadership Allowances and will usually be fixed at one of the following rates per annum:

- 1 -£1,200

- 2 - £1,800
- 3 - £2,400
- 4 - £3,000
- 5 - £3,600

An increment may be withheld following an adverse performance appraisal report on an employee.

Increments may be accelerated at the discretion of the school on the grounds of special merit or ability as documented in one to one supervision meetings or at an appraisal.

b) Pay grade at appointment

On appointment or promotion employees will normally be appointed to the minimum point of the grade.

Probationers will be judged on the progress they have made during their probationary period. The Trust may decide to pay a previously withheld increment if the employee's performance is deemed to have reached the required level within the following 12-month period with effect from a date determined by the school.

An employee who, for any reason other than the annual leave of an employee, is required to undertake the full duties of a higher graded employee for a continuous period is entitled to receive a higher salary in accordance with the Local Authority conditions of service or in accordance with locally agreed arrangements.

An employee may seek a review, through the Trust's Grievance Procedure, of any determination in relation to their pay or any other decision taken that affects their pay.

b) Overtime Payments

At Marish Academy Trust all overtime must be authorised in advance by a line manager and recorded on the form. This must be signed by a line manager and counter-signed by a DHT before being submitted by the 5th of each month for the previous month's overtime hours. All overtime is paid a month in arrears.

c) Part-Time and Term-Time Only Employees

Part-time and Term-Time Only employees should be paid within the salary scale for the post and paid proportionately with regard to the hours actually worked and additionally, in respect of term-time only staff, the number of weeks worked. Overtime rates where applicable would only be paid in respect of those hours worked over and above 36 hours in any week.

d) Value of Accommodation and Services

The Trust will assess and deduct from the salary of an employee the value of any accommodation and services that they provide in accordance with the contract of employment and associated conditions.

4.2 Job Evaluations

Employees are entitled to be paid the rate for the role provided that they are fulfilling the full duties and responsibilities of the grade. All non-teaching posts should have up to date job descriptions and person specifications and have been evaluated under a recognised job evaluation scheme.

Where an employee disputes the evaluated grade of the post they would need to progress this through the schools' Grievance Procedure.

5. Teachers' Pay Appeals

Teachers have the right to make representations and to appeal about any aspect of their pay or pay progression. The Pay Appeals process will be in line with the Pay Appeals procedure as detailed in the school's Performance Appraisal Policy for Teachers and the DfE's Pay Advice – [Implementing Your School's Approach to Pay](#).

6. Over/Under Payments

Should an overpayment occur, the employee will be notified in writing of the full amount of the overpayment and agreement will be sought about a reasonable repayment schedule.

Where an employee is due to leave employment the balance owing may be deducted from their final salary.

In the case of former employees, recovery of overpayments will be pursued.

In the case of underpayments, the Governing Board will apply appropriate refunds as soon as possible.

Employees are expected to draw to the attention of the Executive Headteacher/Headteacher/HR Lead any overpayment or underpayment as soon as possible.

The Trust will draw to the attention of an employee any overpayment or underpayment as soon as possible.

7. Monitoring the Impact of this Policy

The Governing Board will monitor the outcomes and impact of this policy on a regular basis, including trends in progression across specific groups of teachers to assess its effect and the Trust's continued compliance with equalities legislation.

8. Review of Policy & Consultation

Staff and the Trade Union Representatives will be consulted on any changes to the Trust's Pay Policy. It will be reviewed each year or when the other changes occur to the STPCD and/or changes to support staff pay and conditions of employment.

Marish Academy Trust's pay progression for Teachers based on Performance

At Marish Academy Trust pay progression for teachers is based **on a combination of absolute and relative performance measures**. These are shown below:

Absolute criteria

Pupil progress targets will be evidenced by triangulated assessment data, work scrutiny, deep dives and learning walks/observations including discussion with pupils.

Relative Criteria

Progress towards the successful completion of any teacher's **professional skills and leadership targets** will be measured using a combination of absolute and relative evidence. For example, if a teacher's professional skills target includes the completion of a course or educational award, such as NPQH or a recognised SENCO award, then successful completion of this award will be the necessary absolute criteria.

Relative criteria will be a triangulated judgement of progress towards pre-determined targets linked to the Academy Strategic Plan, as set out in the document of the same name and the associated Aspire and Ignite Plans. See these documents for the relevant year for more specific detail as well as the Performance Appraisal targets online for each teacher.

These relative judgements are based upon a variety of evidence, including but not exclusively: learning walks and observations, self-assessment and peer review against Marish Academy Trust leadership standards, work scrutiny and pupil progress over time assessments, deep dives and impact review meetings to provide a 360 degree of a teacher's performance.

Overall best fit judgements of performance will be made against the extent to which teachers have met their individual objectives and the relevant standards. Each target will be assessed as: target not met, target partially met; target met or, in exceptional circumstances, target exceeded

The rate of progression will be differentiated according to an individual teacher's performance over all three targets and whether they are assessed as fully meeting the relevant teacher/leadership standards. In the vast majority of cases this will be one increment or point, on the main, upper or leadership pay scales until they reach the end of the scale or the top point for the grade for their position.

Please note that, as explained in the policy at paragraph 3.3, 'It will be possible for a 'no progression' determination to be made without recourse to the capability procedure.' Moreover, progression on the upper/leadership pay scale is not automatic even after successfully meeting all performance management targets. For example, those teachers on leadership pay scale, can only expect to progress a point or increment every second year.

In exceptional circumstances when two or more targets are exceeded teachers may be eligible for two increments if they are judged as being within the top 5% of those teachers at Marish Academy Trust, who also meet the absolute and relative expectations for progress

Teachers' Pay Ranges 2022

MAIN PAY RANGE (MPR)

| | Rest of England | Inner London Area | Outer London Area | Fringe Area |
|--------------|-----------------|-------------------|-------------------|-------------|
| M1 (minimum) | £28,000 | £34,502 | £32,407 | £29,344 |
| M6 (maximum) | £38,810 | £44,756 | £43,193 | £40,083 |

MPR ADVISORY POINTS

| | Rest of England | Inner London Area | Outer London Area | Fringe Area |
|----|-----------------|-------------------|-------------------|-------------|
| M2 | £29,800 | £36,141 | £34,103 | £31,126 |
| M3 | £31,750 | £37,857 | £35,886 | £33,055 |
| M4 | £33,850 | £39,655 | £37,763 | £35,151 |
| M5 | £35,990 | £41,892 | £40,050 | £37,264 |

UPPER PAY RANGE (UPR)

| | Rest of England | Inner London Area | Outer London Area | Fringe Area |
|----------------|-----------------|-------------------|-------------------|-------------|
| UPR1 (minimum) | £40,625 | £49,320 | £44,687 | £41,858 |
| UPR3 (maximum) | £43,685 | £53,482 | £48,055 | £44,919 |

UPR ADVISORY POINT

| | Rest of England | Inner London Area | Outer London Area | Fringe Area |
|------|-----------------|-------------------|-------------------|-------------|
| UPR2 | £42,131 | £51,743 | £46,340 | £43,360 |

LEADING PRACTITIONER PAY RANGE

| | Rest of England | Inner London Area | Outer London Area | Fringe Area |
|---------|-----------------|-------------------|-------------------|-------------|
| Minimum | £44,523 | £52,936 | £48,055 | £45,749 |
| Maximum | £67,685 | £76,104 | £71,220 | £68,913 |

UNQUALIFIED TEACHER PAY RANGE (UTPR)

| | Rest of England | Inner London Area | Outer London Area | Fringe Area |
|--------------|-----------------|-------------------|-------------------|-------------|
| U1 (minimum) | £19,340 | £24,254 | £22,924 | £20,594 |
| U6 (maximum) | £30,172 | £35,081 | £33,759 | £31,421 |

UTPR ADVISORY POINTS

| | Rest of England | Inner London Area | Outer London Area | Fringe Area |
|----|-----------------|-------------------|-------------------|-------------|
| U2 | £21,559 | £26,473 | £25,144 | £22,810 |
| U3 | £23,777 | £28,692 | £27,362 | £25,029 |
| U4 | £25,733 | £30,647 | £29,323 | £26,984 |
| U5 | £27,954 | £32,863 | £31,539 | £29,203 |

ALLOWANCES

| | TLR1 | TLR2 | TLR3 | SEN |
|---------|---------|--------|--------|--------|
| Minimum | £8,706 | £3,017 | £600 | £2,384 |
| Maximum | £14,732 | £7,368 | £2,975 | £4,703 |

LEADERSHIP GROUP PAY RANGE

| | Rest of England | Inner London Area | Outer London Area | Fringe Area |
|---------|-----------------|-------------------|-------------------|-------------|
| Minimum | £44,305 | £52,676 | £47,820 | £45,524 |
| Maximum | £123,057 | £131,353 | £126,539 | £124,274 |

HEADTEACHER GROUPS AND PAY RANGES

| | Rest of England | Inner London Area | Outer London Area | Fringe Area |
|---------|--------------------|--------------------|--------------------|--------------------|
| Group 1 | £50,122 – £66,684 | £58,501 – £74,982 | £53,637 – £70,169 | £51,347 – £67,897 |
| Group 2 | £52,659 – £71,765 | £61,039 – £80,062 | £56,174 – £75,250 | £53,880 – £72,985 |
| Group 3 | £56,796 – £77,237 | £65,170 – £85,535 | £60,308 – £80,718 | £58,017 – £78,454 |
| Group 4 | £61,042 – £83,126 | £69,420 – £91,416 | £64,553 – £86,604 | £62,268 – £84,336 |
| Group 5 | £67,351 – £91,679 | £75,732 – £99,977 | £70,871 – £95,164 | £68,576 – £92,896 |
| Group 6 | £72,483 – £101,126 | £80,862 – £109,422 | £76,003 – £104,606 | £73,715 – £102,342 |
| Group 7 | £78,010 – £111,485 | £86,391 – £119,778 | £81,526 – £114,964 | £79,240 – £112,695 |
| Group 8 | £86,040 – £123,057 | £94,415 – £131,353 | £89,555 – £126,539 | £87,261 – £124,274 |