

Teachers Pay Policy

Equalities Statement

Over recent years, schools and academies have (in line with other institutions and public bodies) been working towards an improved understanding of the diverse nature of their communities. Much of the work is in response to new legislation that places an increased duty on schools, academies and other settings to tackle radicalisation and to establish a positive ethos of British Values. Legislation requires schools and academies both to eliminate direct or indirect discrimination, victimisation or harassment and to promote equalities for students, staff and others who use their facilities.

In our Trust we work to ensure that there is equality of opportunity for all members of our community who hold a range of protected characteristics as defined by the Equality Act 2010, as well as having regard to other factors which have the potential to cause inequality, such as, socio-economic factors.

Document Management

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Responsibility for review:	Chief Operating Officer

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1. Introduction

- 1.1 This Policy has been adopted by the Directors and applies to all teachers employed to work at schools within Swale Academies Trust (hereafter referred to as 'the Trust').
- 1.2 Nothing in this Policy should be interpreted as contradicting or overriding the provisions of the current School Teachers' Pay and Conditions Document ("STPCD") which is followed in principle by the Trust.
- 1.3 The Policy will be reviewed annually by the Directors and particularly where there are changes in the STPCD affecting areas of discretion to be exercised by the 'relevant body'.
- 1.4 The Policy should be read in conjunction, as appropriate, with other relevant policies.
- 1.5 The Trust will maintain a staffing structure within each school, which shows the number and grades of jobs within each school.
- 1.6 The Directors have delegated full powers to the HR and Remuneration Committee. This Committee is responsible for determining all pay matters in accordance with the Pay Policy, the Trust's appointments procedure and the Trust's Performance Management Policy. The Directors, operating through this Committee, will ensure that discretionary pay elements are used in a fair, equitable and consistent manner. The HR and Remuneration Committee delegate authority on all pay decisions to the Trust Principal, Director of Primary / Secondary and Headteachers, as set out in this policy.

Related Documents

This Pay Policy will be applied as supplemented by specific provisions contained within: -

- The School Teachers Pay & Conditions document
- The Teachers' Pension & Local Government Pension Scheme
- The Trust's Appraisal Policy
- The 'Burgundy book' for teachers
- Teachers Performance Management Regulation

2. Principles and Objectives

- 2.1 This pay policy is not intended to duplicate the School Teachers' Pay and Conditions Document ("STPCD"), however, there are some sections within the Document which are discretionary. This Policy will indicate how the Trust will apply these.
- 2.2 The Trust recognises the need to manage pay equitably and will ensure through this policy that pay has a positive influence by undertaking to:
- support the Trust development including current priorities and targets;
 - demonstrate that all pay decisions are made consistently and fairly, in compliance with anti-discrimination legislation;
 - ensure that appropriate arrangements are made for staff to appeal against any pay decision affecting them personally, and for such appeals to be heard by a panel whose members have not been involved previously in the decision against which an appeal is made;
 - to use the nationally and locally agreed pay scales, together with any discretions available to them, to best advantage in order to recruit and retain the highest quality staff at the appropriate rate of pay;
 - to ensure that all staff have confidence that they are receiving fair and equal treatment;
 - to inform staff of changes to their pay;
 - to ensure that staff are aware of the procedures within which pay decisions are made and that any appeals arising from decisions on remuneration are addressed objectively, fairly and within agreed timescales.

All appointed teachers are paid at least in accordance with the statutory provisions of the School Teachers' Pay and Conditions Document (STPCD) as updated from time to time. A copy of the latest version may be found from the school or online at <http://www.education.gov.uk/search/results?q=schools+teachers+pay+and+conditions>.

All pay-related decisions are made taking full account of STPCD.

All pay related decisions are taken in compliance with current employment legislation including:

The Equality Act 2010, The Equal Pay Act 1970, The Employment Rights Act 1996, The Employment Relations Act 1999 and The Employment Act 2002, The Part-time Workers (Prevention of Less Favourable Treatment) Regulations 2000, The Employment Act 2002 (Dispute Resolution) Regulations, and The Fixed Term Employees (Prevention of Less Favourable Treatment) Regulations 2002.

3. Terminology

- 3.1 The “relevant body” for pay purposes in respect of teachers employed within the Trust are the Directors.

4. Pay Ranges and Pay Scales

- 4.1 The School Teachers Pay and Conditions Document lists the pay framework and national minimum and maximum for the pay ranges of teachers paid on Leadership Pay Range, Leading Practitioner Pay Range, and for Unqualified, Main Scale and Upper Pay Scale Teachers. The Directors determine the pay scales, and will review them on an annual basis. In certain instances certain subject areas will attract a higher pay scale than that within the STPCD to reflect recruitment and retention pressures in key subject and leadership areas. The values of the pay scales adopted by the Directors are in line with ESFA guidelines and local pay scales, these are shown in **Appendix 3** of this policy.

5. Pay Reviews

- 5.1 The Directors will ensure that each teacher’s salary is reviewed annually, with effect from 1 September and all teachers are given a written statement setting out their salary and any other financial benefits to which they are entitled no later than by 31 October each year.

This will mean that recommendations about teacher’s pay should be completed by 31 October of each year in order to allow for any appeals against the recommendation to be lodged and heard.

- 5.2 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.
- 5.3 Where a pay determination leads or may lead to the start of a period of salary safeguarding, the Directors will give the required notification as soon as possible and no later than one month after the date of the determination.

6. Basic Pay Determination on Appointment

- 6.1 Headteachers in consultation with the Director of Primary / Secondary will determine the pay range for a vacancy prior to advertising it. On appointment the Headteacher will determine the starting salary within that range to be offered to the successful candidate. The starting salary will therefore be by negotiation following consideration of previous experience.
- 6.2 In making such determinations, Headteachers and the Director of Primary / Secondary may take into account a range of factors, including:
- the nature of the post
 - the level of qualifications, skills and experience required
 - market conditions
 - the wider school context

There is no assumption that a teacher will be paid at the same rate as they were being paid in a previous school although in practice this may be the norm in order to recruit able staff.

7. Pay Progression Based on Performance

- 7.1 The Trust recognises that the performance of a teacher is the most important factor in deciding on salary levels, but that high level performance is achieved through high quality and successful experience, and focused professional development. Therefore, this policy recognises the links between experience and performance, and seeks consistently to incentivise the very best teachers, at the same time as ensuring they develop strong and well-embedded skills whilst building their craft.
- 7.2 Throughout the 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 appraisal policy.
- 7.3 Decisions regarding pay progression will be made with reference to the teachers' appraisal reports and the pay recommendations they contain. In the case of NQTs, 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.
- 7.4 There will be meetings throughout the appraisal process so that all teachers are aware of their progress towards meeting the criteria for pay progression. In the event that a teacher is unlikely to meet the criteria for pay progression they can expect to be alerted to this and given support to improve their performance.
- 7.5 NQTs receive regular feedback during their induction year, and the termly assessments will be used to inform the decision about whether they will receive an increment at the end of their first year of teaching.
- 7.6 To be fair and transparent, assessments of performance will be properly rooted in evidence following consultation with the Director of Primary / Secondary.
- 7.7 Teachers' appraisal reports will contain pay recommendations from their appraiser. Final decisions in relation to teachers, with exception of those on the Leadership Scale, will be made by the Headteacher after consultation with the Director of Primary / Secondary and having regard to the appraisal report. Final pay decisions regarding teachers and leaders on the Leadership Scale will be made by the Trust Principal, on recommendation of the Director of Primary / Secondary, having regard to the appraisal report and taking into account advice from the Headteacher. Directors will consider their approach in the light of each school's budget and ensure that appropriate funding is allocated for pay progression at all levels.

Appendix 2 details how pay will be linked to performance in the Trust.

8. Movement to the Upper Pay Range

8.1 Decisions made about movement to the upper pay range in one school will not be binding on another school.

8.2 Applications and Evidence

8.2.1 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.

8.2.2 Applications may be made in writing to the Headteacher once a year. The deadline for receipt is 30 September for progression from the start of that academic year.

8.2.3 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 school will not be bound by any pay decision made by another school.

8.2.4 All applications should include the results of reviews or appraisals under the 2011 or 2012 regulations, including any recommendation on pay for the 2 years immediately preceding the application for assessment. Teachers have the option of submitting additional evidence to support their application.

8.2.5 The fact that a teacher is paid on the upper pay range does not imply that they have to take on additional management responsibilities although they do have responsibilities for the wider work of the school including for example coaching and mentoring other teachers and assisting them to develop their teaching practice.

8.3 The Assessment

8.3.1 An application from a qualified teacher will be successful where the Headteacher and Director of Primary / Secondary are satisfied that:

- (a) the teacher is highly competent* in all elements of the relevant standards;

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

and

- (b) the teacher's achievements and contribution to the school are substantial** and sustained***.

*** 'substantial' means of real importance, validity or value to the school; play a critical role in the life of the school; provide a role model for teaching and learning; make a distinctive contribution to the raising of pupil standards; take advantage of appropriate opportunities for professional development and use the outcomes effectively to improve pupils' learning; and*

****'sustained' means maintained continuously over the previous 2 academic years and demonstrated by an overall grade of Level 1 in the appraisals for the 2 years immediately preceding the application for assessment. A lesser period of time can be considered in situations such as maternity or long term sickness. If a teacher is working on a part time basis, the period of time remains 2 years and is not lengthened on a pro rata basis.*

8.3.2 The application will be assessed by the relevant Headteacher who will make a recommendation to the Director of Primary / Secondary to approve.

8.4 Processes and Procedures

8.4.1 The assessment and determination of the Headteacher, Director of Primary / Secondary will be made by 31 October and applicants will receive a response within 10 working days of the date of the determination.

8.4.2 If successful, applicants will move to the upper pay range from the start of the academic year. Successful applicants will be placed on the minimum of the upper pay range.

8.4.3 If unsuccessful, feedback will be provided by a member of the senior leadership team within 10 working days of the date of the determination by the Headteacher and the Director of Primary / Secondary and will be confirmed in writing

8.4.4 Any appeals against a recommendation or a decision not to move the teacher to the upper pay range will be heard under the arrangements outlined in paragraph 22.

9. Part-Time Teachers

9.1 Teachers employed on an on-going basis at the school but who work less than a full working week are deemed to be part-time. They will receive 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.

10. Short Notice/Supply Teachers

10.1 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; periods of employment for less than a day being calculated pro-rata.

11. Pay Increases Arising from Changes to the School Teachers Pay and Conditions Document

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

12. Unqualified Teachers

12.1 The Trust will only employ unqualified teachers where they are:

- giving instruction in any art, skill, subject or group of subjects (including any form of vocational training) and have special qualifications and/or experience and where no suitable qualified teacher, graduate teacher, registered teacher or teacher on an employment-based teacher training scheme is available;
- overseas trained teachers;
- persons granted a licence under the provisions of Part II of Schedule 2 to the Education (Teachers) Regulations 1993;
- student teachers, teacher trainees who have yet to pass the skills test and those undertaking employment based teacher training leading to QTS; or
- assistant teachers at a nursery school or teachers of a nursery class, who were employed as teachers under the Education (Teachers) Regulations 1982 before 1 September 1989;
- Employed to deliver intervention tuition to small groups of pupils.

12.2 Those beginning work as unqualified teachers will be placed on the minimum of the new pay range, unless a Headteacher determines that they have other relevant experience, in which case the salary will be reviewed in light of that experience.

12.3 It may be determined that an additional allowance is payable where it is considered that the unqualified teacher has:

- a sustained additional responsibility that is focused on teaching and learning and requires the exercise of a teacher's professional skills and judgement; or
- qualifications or experience which bring added value to the role s/he is undertaking.

12.4 Unqualified teachers will not hold TLRs, SEN allowances or Recruitment and Retention incentives and benefits.

An unqualified teacher who becomes qualified

12.5 Upon obtaining qualified teacher status an unqualified teacher will be transferred to a salary within the Main Pay Range for Teachers, providing that the role they are undertaking is comparable with that of a Classroom Teacher and subject to assessment against the same standards. For example, an unqualified teacher who obtains QTS, who is employed to teach vocational subjects to regular sized classes or pupils would transfer to the Main Pay Range for Teachers. An intervention tutor, working with small groups of pupils, would not.

12.6 Where the teacher continues to be employed by the same school within which they were employed before they obtained qualified teacher status, the teacher will be paid a salary which is the same as, or higher than, the sum of the salary and any other allowance they were receiving (including any safeguarded sum), as the Trust considers to be appropriate.

12.7 A teacher who obtains qualified teacher status retrospectively under the regulations will be paid a lump sum by the relevant body responsible for the payment of remuneration at the time when qualified teacher status was effectively obtained.

12.8 The aforementioned lump sum will be the difference (if any) between the remuneration the teacher was actually paid as an unqualified teacher and the salary (not including any allowances) the teacher would have been paid as a qualified teacher, from the date qualified teacher status was effectively obtained to the date when the lump sum is paid.

13. Leading Practitioner

13.1 Teachers are entitled to be paid on the pay range for leading practitioners if they are in a post whose primary purpose is to model and lead improvement of teaching skills.

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

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

- (a) coaching, mentoring and induction of teachers, including trainees and newly qualified teachers;
- (b) disseminating materials and advising 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.

13.4 They may also be required to undertake this role in other schools or in relation to teachers from other schools.

14. Leadership Group

14.1 All positions from the Trust Principal to Assistant Headteacher employed at the Trust shall be paid on the salary ranges determined in accordance with the provisions of the STPCD with appropriate additional remuneration being awarded in relation to the relative complexities and demands of the most senior posts.

Performance Review

14.4 Progression through the appropriate pay range for all teachers in the leadership group will not be automatic.

14.5 An annual review of the performance of Assistant and Deputy Headteachers must be undertaken by 31 October and by 31 December for the Trust Principal, Director of Primary / Secondary, Executive Headteacher and Headteachers using the schools performance management process.

14.6 To achieve progression there must be a demonstration of sustained high quality performance, with particular regard to leadership, management and pupil progress at the school and a review of performance against performance objectives and teacher standards.

14.7 To be fair and transparent, judgements will be properly rooted in evidence and there must have been a successful review of performance.

14.8 A successful performance review, as prescribed by the appraisal regulations, will involve a performance management process of:

- performance objectives;
- classroom observation (where relevant)
- teacher standards
- other evidence.

14.9 To ensure that there has been a high quality performance, the performance review will assess that the individual has grown professionally by developing their leadership and (where relevant) teaching experience.

15. Determination of Discretionary Payments to Headteachers

15.1 As an Academy Trust the Directors wish to use the necessary flexibility in terms of remuneration to recruit and retain the best senior leaders. Decisions here will take into account both local and national factors. In certain circumstances and in relation to exceptional performance bonus payments may be made to

Director of Primary / Secondary and the Trust Principal at the discretion of the HR and Remuneration Committee.

16. Teaching and Learning Responsibility Payments (TLRs)

16.1 TLRs will be awarded to classroom teachers undertaking a sustained responsibility in accordance with the conditions laid down in the STPCD. Such TLRs will be assigned to specific posts within the school's staffing structure.

16.2 In awarding a TLR 2 payment, the school is satisfied that the teacher's duties include a significant responsibility for which s/he is accountable, 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;
- e) involves leading, developing and enhancing the teaching practice of other staff.

16.3 In awarding a TLR 1 payment, the school is satisfied that in addition to the criteria detailed above the teacher will also carry line management responsibility for a significant number of people.

16.4.1 A fixed-term third TLR (TLR3) will be awarded for clearly time-limited school improvement projects, or one-off externally driven responsibilities. The duration of the fixed term must be established at the outset and payment will be made on a monthly basis for the duration of the fixed term.

16.4.2 All TLR3s will be advertised internally within the relevant school, and all qualified teachers employed in the school will have an opportunity to apply for them.

16.5 The values of TLRs have been set by the Directors and are shown in each school's staffing structure. The Directors will review the cash value of the TLRs annually in the light of pay awards made under the STPCD.

17. Special Educational Needs Allowances (for Classroom Teachers)

17.1 An SEN allowance will be paid to eligible classroom teachers under the provisions of the STPCD. The STPCD sets maximum and minimum values for such payments.

17.2 Where an SEN allowance is paid the spot value will be determined by taking account of the individual school's SEN provision and:

- i) whether any mandatory qualifications are required for the post;
- ii) the qualifications or expertise of the teacher relevant to the post; and
- iii) the relative demands of the post.

18. Recruitment and Retention Incentives and Benefits

18.1 The payment of recruitment and retention incentives and benefits may be considered in respect of individual posts for which specific recruitment/retention difficulties have been identified. Any use of such payments will be applied on a non-discriminatory basis and on the basis of clearly defined criteria determined by the Director of Primary / Secondary from time to time. Please refer to current criteria in **Appendix 1** to this policy.

18.2 Where it is determined to pay such an incentive/benefit, the amount will be determined to meet the circumstances of the case. The level of payment and any required qualifying period of service will be set out in writing to the teacher concerned.

18.3 Where one or more such payments are made the Director of Primary / Secondary will conduct a regular formal review of all such awards. The expected duration of any such incentives and benefits will be made clear at the outset, including the review date after which they may be withdrawn.

19. Out-of-School Learning Activities (“OOSLA”)

19.1 The Trust acknowledges that some teachers supervise out of school activities i.e. sports club, drama and music productions, revision classes and other events purely on a voluntary basis. The school is extremely grateful to teachers who support pupils in this way. The school acknowledges that these activities are entirely voluntary and that teachers should not feel under any obligation (moral or contractual) to provide these services. The school also acknowledge that many other teachers support pupils in other ways.

19.2 There may be times where the Directors feel that it is in the best interest of a school to provide certain out of school learning activities on a more formal basis. In these cases the school may offer a payment to a teacher who undertakes such activities. No teacher will be compelled to offer such an activity but, where they do, the governors will expect a more formal commitment from the teacher and that the Headteacher may direct the place, timing, frequency of the activity as well as which pupils take part and the content. In these circumstances the school will offer a payment to the teacher. This amount includes an element for preparation/marking etc.

19.3 One-to-One Tutors will be paid in accordance with the national framework.

20. Additional Payments - Teachers

20.1 The Director of Primary / Secondary may make such payments as they see fit to a teacher, including a member of the leadership team, in respect of-

- (a) continuing professional development undertaken outside the school day;
- (b) activities relating to the provision of initial teacher training as part of the ordinary conduct of the school;
- (c) participation in out-of-school 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 by the Headteacher, Executive Headteacher, Director of Primary / Secondary or Trust Principal relating to the raising of educational standards to

one or more additional schools, unless appointed to more than one school on a permanent basis.

21. Salary Safeguarding - Teachers

21.1 Salary safeguarding will be paid to eligible teachers and in line with the provisions of the STPCD.

22. Review of Pay Decisions and Appeal Arrangements - Teachers

22.1 Review

22.1.1 Where a teacher is not satisfied with a pay recommendation, they should seek to resolve this informally with the appropriate manager within 10 working days of receiving the decision.

22.1.2 Where this is not possible, the teacher may request a formal review of pay. This should be made in writing to the relevant Headteacher.

22.1.3 A formal hearing will be arranged and the panel will normally consist of another Headteacher who has not been involved in the pay decision and the Director of Primary / Secondary. Where this is not possible, it may be necessary for an Executive Headteacher to sit on the panel instead of the Director Primary / Secondary.

22.1.4 The outcome of the meeting will be conveyed to the teacher in writing within 7 working days.

22.1.5 There is a right to appeal against this decision.

22.2 Grounds for Appeal

22.2.1 An appeal against a pay decision can be lodged within 10 working days of the date when the teacher receives written confirmation of their pay decision or of the date when the teacher receives the outcome of the pay review. It must clearly state the grounds for the appeal.

22.2.2 The only grounds which will be accepted as the basis of an appeal are that the person by whom the decision was made is claimed to have: -

- a. Incorrectly applied any provision in the School Teachers' Pay & Conditions Document
- b. Failed to have proper regard to statutory guidance
- c. Failed to take proper account of relevant evidence
- d. Taken account of irrelevant or inaccurate evidence
- e. Been biased and/or unlawfully discriminated against the teacher

22.2.4 The appeal will be heard by the Directors' Appeals Panel and their decision will be final

22.2.5 The outcome of the appeal will be conveyed to the teacher in writing within 7 working days of the hearing.

22.3 Right to be accompanied

22.3.1 The teacher has the right to be accompanied by a work based colleague or trade union representative at the pay review hearing and the appeal hearing. If the employee's representative is not available at the time fixed for the meeting, it must be rescheduled to accommodate the availability of the companion, so long as a reasonable alternative date is proposed which is within 5 working days of the originally proposed date.

22.4 This process performs the function of the grievance procedure on pay matters and decisions cannot therefore be reopened under general grievance procedures.

Appendix 1

Criteria for Recruitment & Retention Incentive & Benefits for Teachers

Philosophy

We believe in the importance of having a Trust, which is a safe, secure and attractive place to work and where the staff feel valued, empowered and supported.

We believe that retaining, developing and motivating the school's workforce is a key to providing the best education for our pupils.

We believe in a consistent and equitable approach to the appointment of all staff.

The purpose of the allowance is for recruitment and retention, not for carrying out specific responsibilities or to supplement pay in other ways.

Allowances

The Directors may pay enhancements on appointment which will be linked to loyalty to the Trust for a period of time in the following circumstances:

- *Teachers in shortage subjects*
- *Poor response to adverts as evidenced by the need to re-advertise*

The Directors may pay retention awards to teachers as agreed to be necessary either for a period of three years which may be extended or in certain circumstances on a permanent basis.

The Directors will review the level of payment/benefits annually.

Value of a retention point £1,032 per annum (Sept 15)

The Directors will make clear at the outset the expected duration of the allowance and the review date after which it may be withdrawn.

A review of rates will be necessary if Directors intend to increase the level of these awards in line with general increases to salaries, or in other circumstances which the Directors may determine.

The above will be kept under review and subject to change.

Appendix 2

Teacher Pay Progression Based on Performance

Basis for Judging Performance:

In this Trust judgements of performance will be made against:

- Appraisal Objectives (maximum 6 points)
- Teacher Standards (maximum 16 points)
- Pupil Progress as evidenced through outcomes and work scrutiny (maximum 10 points)

Recommendation for progression up the pay spine will be conditional on staff reaching a threshold of points scored in the appraisal process. The threshold set will be differentiated according to the stage in a teacher's career and therefore the expectations as to what is a reasonable level for them to be working at. Details of the threshold for main scale, upper pay spine, and unqualified teachers are set out at the end of this appendix.

For exceptional overall performance the Headteacher may consider awarding two increments and confirmed with the Trust Principal.

The decision about whether a teacher progresses will be based solely on whether the stated criterion are met; there will be no 'quota' imposed for financial or other reasons.

Appraisal Objectives will be graded on the basis of, met, partially met and not met. Each teacher will have three appraisal objectives. If an appraisal objective is met 2 points will be awarded, 1 point will be awarded if it is partially met and 0 points will be awarded if it is not met. A total therefore of 6 points are available for fulfilling Appraisal Objectives.

When assessing objectives, the reviewer will use their professional judgement taking account of circumstances and the aspirational nature of the objectives.

Teacher Standards will be graded on the basis of met, partially met and not met. All eight teacher standards will be individually graded and score allocated to the grades with 2 points for met, 1 point for partially met and 0 points for not met. A total score for the teacher standards will be reached, with the maximum score being 16.

Pupil Progress will be assessed on the basis of whether pupil progress has been in line with national standards. This will be subject to a review of pupil outcomes from internal and external tests and a review of the quality and progress of pupils on going work for which the teacher is responsible via a work scrutiny process. A maximum of 10 points will be awarded if pupil progress is exceptional, 7 points awarded if pupil progress is good, 4 points if pupil progress requires improvement and 0 points if pupil progress is inadequate.

Overall Assessment:

An overall scored assessment of performance will be made:

Teachers on Main Pay Scale: Recommendation for progression on main pay scale is 21 – 32 points.

Post Threshold Teachers: Pay progression on the Upper Pay Scale will normally be awarded every two years subject to the evidence meeting the criteria. Recommendation for progression on upper pay scale is 26 – 32 points.

Movement to the Upper Pay Scale: This is by an application process, full details are contained within the body of the policy at paragraph 8.

Unqualified Teachers: The same principles will apply to unqualified teachers for progression through the Unqualified Teachers Scale. Recommendation for progression on Unqualified Teachers Scale is 18 – 32 points.

Newly Qualified Teachers: The overall assessment at the end of the induction year will be used to determine whether NQTs should receive incremental progression in line with the principles stated in this appendix.

Leadership Group Pay Progression: Given that teachers including Headteachers on the leadership spine have a lower teaching commitment, the weighting for pay progression decisions should be shifted into performance against appraisal objectives.

Therefore, for the purposes of pay progression, each of the three appraisal objectives for teachers on the leadership spine will be weighted at 6 points each. If an appraisal objective is fully met, 6 points will be awarded. If an objective is partially met, 3 points will be awarded and if the objective is not met, 0 points will be awarded. Assessment against each of the eight teacher standards will also be used giving a maximum value of 16 points as for the purposes for main scale progression. Therefore, a total of 34 points is available.

Overall Assessment for Leadership Pay Progression: An overall scored assessment of performance will be made. Recommendation for progression on leadership scale is 28 - 34 points.

Appendix 3

Updated as of the 1st September 2018

Pay Scales for teaching staff - Kent

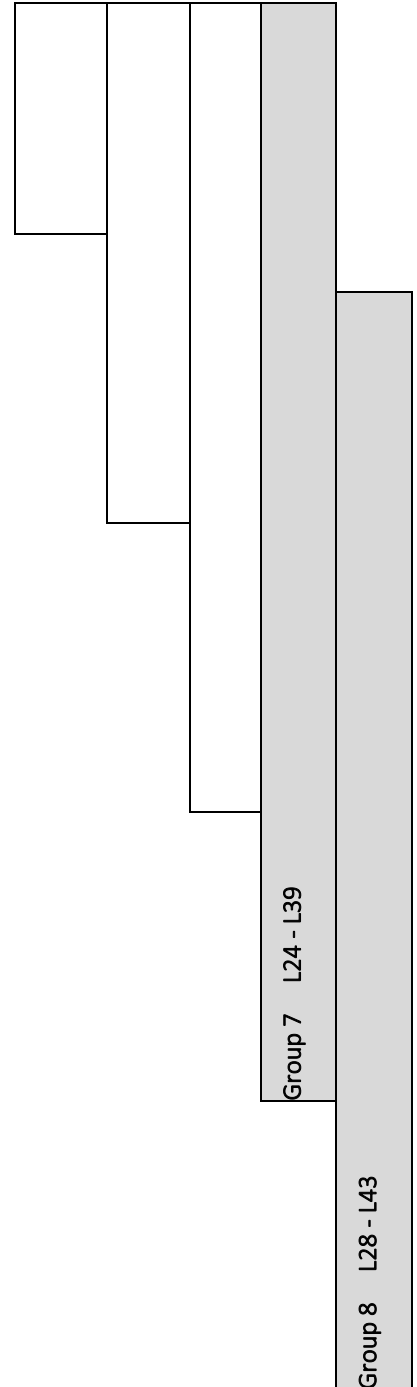
Teachers Main Scale					
Sep-14	Sep-15	Sep-16	Sep-17	Sep-18	
22,023	22,244	22,467	22,917	23,720	M1
23,764	24,002	24,243	24,486	25,343	M2
25,675	25,932	26,192	26,454	27,380	M3
27,650	27,927	28,207	28,490	29,488	M4
29,829	30,128	30,430	30,735	31,811	M5
32,187	32,509	32,835	33,164	34,325	M6
Teachers Upper Scale					
Sep-14	Sep-15	Sep-16	Sep-17	Sep-18	
34,869	35,218	35,571	35,927	36,646	U1
36,161	36,523	36,889	37,258	38,004	U2
37,496	37,871	38,250	38,633	39,406	U3
UQ Teacher Scale					
Sep-14	Sep-15	Sep-16	Sep-17	Sep-18	
16,136	16,298	16,461	16,626	17,208	UQ1
18,012	18,194	18,376	18,560	19,210	UQ2
19,889	20,088	20,289	20,492	21,210	UQ3
21,766	21,984	22,204	22,427	23,212	UQ4
23,644	23,881	24,120	24,362	25,215	UQ5
25,520	25,776	26,034	26,295	27,216	UQ6

Pay Scales for teaching staff – East Sussex

Teachers Main Scale			
Sep-16	Sep-17	Sep-18	
22,467	22,917	23,720	M1
24,243	24,486	25,594	M2
26,192	26,454	27,652	M3
28,207	28,490	29,780	M4
30,430	30,735	32,126	M5
32,835	33,164	35,008	M6
33,160	33,824		M6b
Teachers Upper Scale			
Sep-16	Sep-17	Sep-18	
35,571	35,927	36,646	U1
36,889	37,258	38,004	U2
38,250	38,633	39,406	U3
UQ Teacher Scale			
Sep-16	Sep-17	Sep-18	
16,461	16,626	17,208	UQ1
18,376	18,560	19,210	UQ2
20,289	20,492	21,210	UQ3
22,204	22,427	23,212	UQ4
24,120	24,362	25,215	UQ5
26,034	26,295	27,216	UQ6

Leadership Scales- Kent and East Sussex						STPCD - School's HT Group
Sep-14	Sep-15	Sep-16	Sep-17	Sep-18		
38,215	38,598	38,984	39,374	39,965	L1	
39,172	39,564	39,960	40,360	40,966	L2	
40,150	40,552	40,958	41,368	41,989	L3	
41,150	41,562	41,978	42,398	43,034	L4	
42,175	42,597	43,023	43,454	44,106	L5	
43,232	43,665	44,102	44,543	45,213	L6	Group 1 L6 - L18
44,397	44,841	45,290	45,743	46,430	L7	
45,421	45,876	46,335	46,799	47,501	L8	
46,555	47,021	47,492	47,967	48,687	L9	
47,750	48,228	48,711	49,199	49,937	L10	
48,991	49,481	49,976	50,476	51,234	L11	
50,118	50,620	51,127	51,639	52,414	L12	
51,372	51,886	52,405	52,929	53,724	L13	
52,653	53,180	53,712	54,249	55,064	L14	
53,963	54,503	55,049	55,600	56,434	L15	
55,397	55,951	56,511	57,076	57,934	L16	Group 2 L8 - L21
56,670	57,237	57,810	58,389	59,265	L17	
	58,096				L18 ¹	
58,096	58,677	59,264	59,857	60,755	L18*	
59,535	60,131	60,733	61,341	62,262	L19	
61,012	61,623	62,240	62,863	63,806	L20	
	62,521				L21 ²	
62,521	63,147	63,779	64,417	65,384	L21*	Group 3 L11 - L24
64,074	64,715	65,363	66,017	67,008	L22	
65,661	66,318	66,982	67,652	68,667	L23	
	67,290				L24 ³	
						Group 4 L14 - L27
						Group 5 L18 - L31
						Group 6 L21 - L35

67,290	67,963	68,643	69,330	70,370	L24*
68,962	69,652	70,349	71,053	72,119	L25
70,668	71,375	72,089	72,810	73,902	L26
	72,419				L27 ⁴
72,419	73,144	73,876	74,615	75,735	L27*
74,215	74,958	75,708	76,465	77,613	L28
76,053	76,814	77,583	78,359	79,535	L29
77,946	78,726	79,514	80,310	81,515	L30
	79,872				L31 ⁵
79,872	80,671	81,478	82,293	83,528	L31*
81,857	82,676	83,503	84,338	85,605	L32
83,892	84,731	85,579	86,435	87,732	L33
85,965	86,825	87,694	88,571	89,900	L34
	88,102				L35 ⁶
88,102	88,984	89,874	90,772	92,135	L35*
90,284	91,187	92,099	93,020	94,416	L36
92,528	93,454	94,389	95,333	96,763	L37
94,817	95,766	96,724	97,691	99,158	L38
	97,128				L39 ⁷
97,128	98,100	99,081	100,072	101,574	L39*
99,552	100,548	101,554	102,570	104,109	L40
102,039	103,060	104,091	105,132	106,709	L41
104,596	105,642	106,698	107,766	109,383	L42
107,210	107,210	108,283	109,366	111,007	L43 ⁸



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Lead Practitioner Scales- Kent and East Sussex
This mirrored the Leadership scale until Sept 18

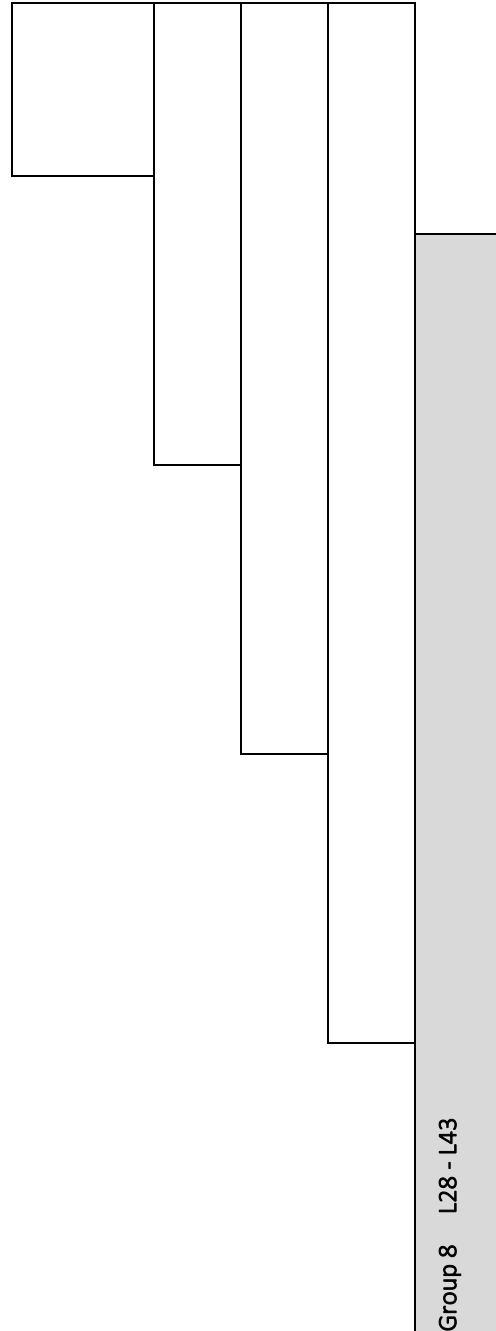
Sep-18	
40,162	L1
41,168	L2
42,196	L3
43,246	L4
44,324	L5
45,435	L6
46,658	L7
47,735	L8
48,927	L9
50,183	L10
51,486	L11
52,671	L12
53,989	L13
55,335	L14
56,712	L15
58,219	L16
59,557	L17
61,055	L18

Pay Scales for teaching staff – Outer London Area

Teacher Main Scale			
Sep-16	Sep-17	Sep-18	
26,139	26,662	27,596	M1
27,759	28,037	29,307	M2
29,477	29,772	31,120	M3
31,302	31,615	33,047	M4
33,956	34,296	35,850	M5
36,543	36,909	38,580	M6
		38,963	M6b
Teachers Upper Scale			
Sep-16	Sep-17	Sep-18	
39,126	39,519	40,310	U1
40,575	40,981	41,801	U2
42,077	42,498	43,348	U3
UQ Teacher Scale			
Sep-16	Sep-17	Sep-18	
19,553	19,748	20,441	UQ1
21,469	21,684	22,443	UQ2
23,384	23,618	24,445	UQ3
25,301	25,554	26,450	UQ4
27,213	27,486	28,450	UQ5
29,129	29,422	30,452	UQ6

Leadership Scales - Outer London				STPCD - School's HT Group
Sep-16	Sep-17	Sep-18		
42,077	42,498	43,136	L1	
43,054	43,485	44,139	L2	
44,048	44,489	45,158	L3	
45,073	45,524	46,208	L4	
46,120	46,581	47,281	L5	
47,194	47,667	48,383	L6	Group 1 L6 - L18
48,385	48,869	49,604	L7	
49,428	49,924	50,673	L8	
50,584	51,090	51,857	L9	
51,806	52,324	53,110	L10	
53,065	53,597	54,401	L11	
54,223	54,766	55,588	L12	
55,503	56,058	56,899	L13	
56,800	57,370	58,231	L14	
58,138	58,719	59,601	L15	
59,604	60,201	61,106	L16	Group 2 L8 - L21
60,904	61,514	62,438	L17	
	62,361		L18 ¹	
62,360	62,985	63,930	L18*	
63,830	64,469	65,437	L19	
65,334	65,988	66,978	L20	
	66,876		L21 ²	
66,875	67,545	68,559	L21*	
68,454	69,139	70,177	L22	
70,073	70,774	71,836	L23	
	71,736		L24 ³	
71,735	72,454	73,541	L24*	
				Group 3 L11 - L24
				Group 4 L14 - L27
				Group 5 L18 - L31
				Group 6 L21 - L35
				Group 7

73,441	74,176	75,290	L25
75,181	75,934	77,074	L26
	76,968		L27⁴
76,967	77,737	78,905	L27*
78,801	79,591	80,785	L28
80,674	81,481	82,704	L29
82,605	83,431	84,684	L30
	84,576		L31⁵
84,575	85,422	86,704	L31*
86,594	87,461	88,773	L32
88,675	89,562	90,906	L33
90,789	91,697	93,073	L34
	92,967		L35⁶
92,966	93,897	95,306	L35*
95,188	96,141	97,584	L36
97,483	98,459	99,936	L37
99,817	100,816	102,330	L38
	102,173		L39⁷
102,173	103,195	104,743	L39*
104,649	105,696	107,283	L40
107,186	108,259	109,883	L41
109,788	110,886	112,551	L42
111,345	112,460	114,147	L43⁸



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Lead Practitioner Scales- Outer London
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Sep-18	
43,348	L1
44,355	L2
45,379	L3
46,435	L4
47,513	L5
48,621	L6
49,847	L7
50,923	L8
52,112	L9
53,371	L10
54,669	L11
55,862	L12
57,180	L13
58,518	L14
59,894	L15
61,406	L16
62,745	L17
64,245	L18

TLR Values

Sep-14	Sep-15	Sep-16	Sep-17	Sep-18	
511	517	523	529	540	3C
					3B
2,551	2,577	2,603	2,630	2,683	3A
2,587	2,613	2,640	2,667	2,721	2C
4,313	4,357	4,401	4,446	4,535	2B
6,317	6,381	6,450	6,515	6,646	2A
7,471	7,546	7,622	7,699	7,853	1C
9,195	9,287	9,380	9,474	9,664	1B
12,147	12,269	12,392	12,516	12,767	1A

TLR3 payments may be set anywhere within the range

SEN Sep-14	Sep-15	Sep-16	Sep-17	Sep-18	
2,043	2,064	2,085	2,106	2,149	SEN1
4,034	4,075	4,116	4,158	4,242	SEN2