



# TEACHERS' PAY POLICY

## *For adoption by all CDAT schools*

This policy is informed by the Christian values which are the basis for all of CDAT's work and any actions taken under it and other policies that it informs will reflect this.

*'Blessed are those who act justly, who always do what is right'*

*Psalm 106:3*

<b>Approved by</b>	<b>Date</b>	<b>Review Schedule</b>	<b>Date of next review</b>
Trust Board	September 2024	Annually	September 2025

## 1. Introduction

This policy sets out the framework for making decisions on teachers' pay within the Trust. It has been developed to comply with current legislation and the requirements of the School Teachers' Pay and Conditions Document (STPCD) and has been consulted on with staff and the recognised trade unions. In adopting this pay policy, the aim is to:

- *maximise the quality of teaching and learning at the school*
- *support the recruitment and retention of a high-quality teacher workforce*
- *enable the school to recognise and reward teachers appropriately for their contribution to the school*
- *help to ensure that decisions on pay are managed in a fair, just and transparent way.*

Individual pay decisions in CDAT schools are to be agreed by each school's Local Governance Committee (LGC) overseen by the Chester Diocesan Academies Trust (CDAT). Annual pay awards for teachers in CDAT schools will follow the national recommendations identified in the annual STPCD.

Pay decisions will initially be made by the Headteacher and then considered by the school's Pay Committee. The Headteacher's salary will be reviewed by a panel of 2 or 3 LGC members (which should include the Chair) as part of the annual Headteacher Performance Management cycle. Advice to this panel will be provided by CDAT's CEO (or their representative).

This policy will be reviewed on an annual basis after consideration of the most recent School Teacher's Pay and Conditions document and consultation with recognised trade unions.

## 2. Pay Reviews

The LGC 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.

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 LGC will give the required notification as soon as possible and no later than one month after the date of the determination.

## 3. Basic Pay Determination on Appointment

The LGC 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 LGC 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.

## 4. Pay Progression

In line with the recommendations of the 34<sup>th</sup> report of the School Teachers' Review Body ([https://assets.publishing.service.gov.uk/media/66ab42d5ce1fd0da7b59313b/STRB\\_34th\\_Report\\_2024\\_Accessible.pdf](https://assets.publishing.service.gov.uk/media/66ab42d5ce1fd0da7b59313b/STRB_34th_Report_2024_Accessible.pdf)), and confirmed by the Department for Education in accepting those recommendations, from September 2024 the trust will no longer operate a system of performance-related pay progression for teachers.

The STPCD identifies two pay ranges for teachers: the Main Pay Range (MPR) and the Upper Pay Range (UPR). Pay progression is automatic for all teachers within their pay range until they reach the top of their scale – either M6 on the Main Pay Range or U3 on the Upper Pay Range. Pay progression is not linked to performance. Performance will be managed in line with the trust’s Appraisal Policy and, if appropriate, in line with the Capability Policy.

Progression within the Main Pay Range is on an annual basis. Progression within the Upper Pay Range is every two years – so a teacher may expect to spend one year typically on each of the pay points M1 to M6, and two years on each of the post-threshold pay points U1 to U3.

With automatic annual pay progression, most teachers will typically progress through the pay scales thus:

Year of Teaching	Pay Point	Year of Teaching	Pay Point
1 <sup>st</sup>	M1	7 <sup>th</sup>	U1*
2 <sup>nd</sup>	M2	*(Assuming successful threshold application)	
3 <sup>rd</sup>	M3	8 <sup>th</sup>	U1
4 <sup>th</sup>	M4	9 <sup>th</sup>	U2
5 <sup>th</sup>	M5	10 <sup>th</sup>	U2
6 <sup>th</sup>	M6	11 <sup>th</sup> onwards	U3

**Exceptions:**

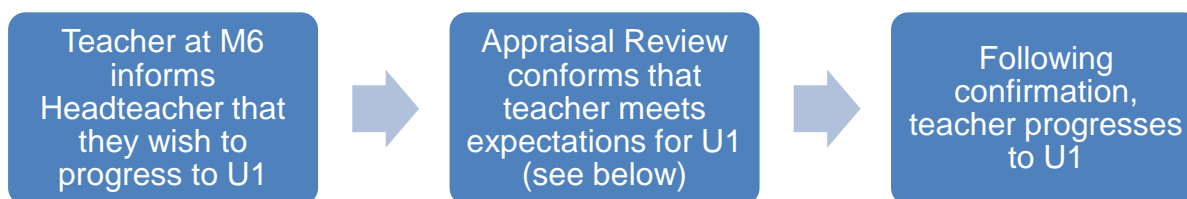
In a small number of circumstances, teachers will not be eligible for automatic annual pay progression. These circumstances are:

- Where a teacher is subject to a capability process and/or is on a support plan;
- Where a teacher has been employed at the school for less than half of an academic year – i.e. where a teacher’s employment with a school begins prior to the February half-term holidays, they **will** be eligible for automatic pay progression in the September of that year; where a teacher begins their employment after the February half-term holiday, they **will not** be entitled to automatic pay progression in the September of the same year.

**5. Movement to the Upper Pay Range (UPS)**

Teachers at the top of the Main Pay Range will be eligible to cross the threshold onto the Upper Pay Range following a successful appraisal review, having previously confirmed in writing that they wish to be considered for movement on to the Upper Pay Range. A model form for this purpose is included as Appendix A.

**Process:**



**Expectations for teachers on the Upper Pay Range:**

- (a) the teacher is highly competent in all elements of the relevant standards; and
- (b) the teacher’s achievements and contribution are substantial and sustained.

**Definitions:**

- ‘highly competent’ means

Performance which is consistently good (and so has a sustained, positive impact on pupils’ outcomes) and worthy of being used to provide coaching and mentoring to other teachers, give advice to them and demonstrate to them effective teaching practice and how to make wider contribution to the work of the school, in order to help them meet the relevant standards and develop their teaching practice (as evidenced in the improving progress of pupils in the relevant classes).

- ‘substantial’ means:

Performance that is of real importance, validity or value to the school, plays a critical role in the life of the school, provides a role model for teaching and learning, makes a distinctive contribution to the raising of pupils standards, takes advantage of appropriate opportunities for professional development and uses the outcomes effectively to improve pupils learning.

- 'sustained' means:

Performance is maintained continuously over a long period and is demonstrated in the two most recent appraisal reviews.

Any appeal against a decision not to move the teacher to the Upper Pay Range will be heard under the school's appeals arrangements as laid out below.

## 6. Teaching & Learning Responsibility Points

The LGC pays TLR 1 and TLR 2 payments to teachers as indicated in the attached staffing structure, in accordance with the pay ranges specified in the most recent version of the STPCD.

The criteria for the award of TLR 1 and TLR 2 payments are as follows:

Before awarding any TLR 1 or TLR 2 payment, the LGC 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.

In addition, before awarding a TLR 1 payment, the LGC must be satisfied that the significant responsibility referred to above includes line management responsibility for a significant number of people.

Teachers will not be required to undertake permanent additional responsibilities without payment of an appropriate permanent TLR 1 or TLR 2 payment.

A LGC may also choose to make TLR 3 payments provided certain key conditions are met.

Before making any TLR 3 payment, the LGC must be satisfied that the responsibilities meet a, b and d of the above criteria; that they are being awarded for clearly time limited school improvement projects or externally driven responsibilities; and that the responsibilities are not a permanent or structural requirement which should instead be rewarded by means of a permanent TLR payment.

Where the LGC wishes to make TLR 3 payments, the proposed responsibilities, level of payment (within the most recent STPCD range) and the duration of payment will be set out clearly.

## 7. 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 LGC will give such teachers 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.

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

## 9. Pay Increases

As a trust, CDAT's pay structure matches the recommended advisory pay points as laid out in the most recent 'School Teacher's Pay and Conditions Document' (subject to annual review), which can be found here:

<https://www.gov.uk/government/publications/school-teachers-pay-and-conditions>

For details of the following regulations, please also refer to the most recent STPCD document:

1. Safeguarding provisions
2. Acting up allowances
3. Payments for activities undertaken outside of Directed Time
  - Hourly rates to be determined by each school after consideration of the nature of the activities involved
4. Recruitment and Retention benefits
5. Salary Sacrifice schemes.

Details of the salary points used can also be obtained on request from the trust's Director of Finance.

## 10. Monitoring the Impact of the Policy

The LGC and CDAT will monitor the outcomes and impact of this policy on a regular basis annually to consider its effect and the school's continued compliance with equality legislation. Such information will be shared with the recognised trade unions.

## 11. The Pay Committee

### Delegation of Function

The LGC shall establish a combined Pay and HTPM committee (referred to here as the PHTPM committee). The purpose of the committee is to conduct the Headteacher's annual performance review, and to confirm any delegated decisions regarding the pay for all teaching staff. The PHTPM Terms of Reference are published as a separate document and reviewed annually.

## 12. Local Governance Committee & Trust Appeal Process

The arrangements for considering appeals are as follows:

At the formal stage of the appeals procedure the teacher has the right to put their case to the LGC/Trust appeal panel and is entitled to be accompanied by a colleague/trade union representative

The following list, which is not exhaustive, includes the usual reasons for seeking a review of a pay determination. That the person or committee by whom the decision was made:

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

The order of proceedings is as follows:

1. The teacher receives written confirmation of the pay determination and, where applicable, the basis on which the decision was made.
2. If the teacher is not satisfied, he/she should seek to resolve this by discussing the matter informally with the decision-maker within ten working days of the decision.
3. Where this is not possible, or where the teacher continues to be dissatisfied, he/she may follow a formal appeal process.
4. The teacher should set down in writing the grounds for questioning the pay decision and send it to the person (or committee) who made the determination, within ten working days of the notification of the decision being appealed against or of the outcome of the discussion referred to above.
5. The committee or person who made the determination should provide a hearing, within ten working days of receipt of the written appeal, to consider the appeal and give the teacher an opportunity to make

representations in person. Following the hearing, the employee should be informed in writing of the decision and the right to appeal.

6. Any appeal should be heard by a Pay Appeals panel of three governors who were not involved in the original determination, normally within 20 working days of the receipt of the written appeal notification. The teacher will be given the opportunity to make representations in person. The decision of the appeal panel will be given in writing, and where the appeal is rejected will include a note of the evidence considered and the reasons for the decision.
7. For any formal meeting, the teacher is entitled to be accompanied by a colleague or union representative. Each step and action of this process must be taken without unreasonable delay. The timing and location of formal meetings must be reasonable. Formal meetings must allow both parties to explain their cases.

The appeal will be considered by an appeals committee in accordance with the School's Appeals Procedure. The appeal's committee will comprise of different members to the original pay committee.

## Appendix A

### UPPER PAY RANGE APPLICATION

#### Teacher's Details:

Name \_\_\_\_\_

Post \_\_\_\_\_

Eligibility Criteria for progression to the Upper Pay Range:

- (a) the teacher is highly competent in all elements of the relevant standards; and
- (b) the teacher's achievements and contribution are substantial and sustained.

Declaration:

I confirm that I wish to move from the Main Pay Range (MPR) to the Upper Pay Range (UPR), and that I am happy that I meet the eligibility criteria for progression to UPR as set out above.

Applicant's signature \_\_\_\_\_ Date \_\_\_\_\_