

The Mercian Trust

Pay Policy

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1. Introduction

- 1.1 The School Teachers' Pay and Conditions Document requires schools to have a pay policy which sets out the basis on which they determine teachers' pay; the date by which they will determine the teachers annual pay review; and the procedures for determining appeals. As a multi academy trust, we continue to adhere to the School Teachers Pay and Conditions Document and as such, we will stay within the legal framework set out in the Document and in other relevant legislation that affects all employers (for example, legislation on equality, employment protection and data protection). All procedures for determining pay should be consistent with the principles of public life - objectivity, openness and accountability, and this policy helps to achieve this.
- 1.2 This policy sets out the framework for making decisions on teachers and associate staff pay. It has been developed to comply with current legislation and the requirements of the School Teachers' Pay and Conditions Document (STPCD), the Conditions of Service for Teachers (Burgundy Book), the National Agreement on Pay and Conditions for Local Government Workers (Green Book) and any relevant local collective agreements. This policy has been consulted on with staff and the recognised trade unions.
- 1.3 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 workforce
 - enable the school to recognise and reward colleagues appropriately for their contribution to the school
 - help to ensure that decisions on pay are managed in a fair, just and transparent way whilst eliminating unnecessary bureaucracy for all concerned.
- 1.4 Pay decisions at all schools within The Mercian Trust are made by a panel of Governors within each school, who will act as a Pay Committee for that particular school. The Trust Board shall be responsible for the establishment and review of the policy. The panel appointed to act as a Pay Committee in each individual school shall have the authority delegated to them in the Trust Scheme of Delegation to take decisions on behalf of the Trust Board on pay matters in accordance with the policy. The remit of the Pay Committee is set out in Appendix 1.
- 1.5 Please refer to Appendix 2 for details of the current pay scales applicable to all schools within The Mercian Trust.

2. Pay Reviews

- 2.1 The Mercian Trust 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. Headteacher reviews will be conducted by 31 December each year. Reviews for all associate members of staff will be conducted by 30 March.

- 2.2 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.
- 2.3 Where a pay determination leads or may lead to the start of a period of safeguarding, the school will give the required notification as soon as possible and no later than one month after the date of the determination. Safeguarding arrangements are in line with the provisions of the STPCD 2018 for teachers, and in line with locally agreed procedures that apply to Associate members of staff.

3. Basic Pay Determination on Appointment

- 3.1 The Local Governing Body/ Headteacher/Principal will determine the pay range for a vacancy prior to advertising it in consultation with the CEO and upon appointment will determine the starting salary within that range to be offered to the successful candidate.

For Leadership Posts, the pay range will be in line with the expectations established by the Trust and must be approved by the CEO in consultation with the BAR Committee.

In making such determinations, the school 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/ Trust 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 Based on Performance (Teachers and Leaders)

- 4.1 In the Mercian 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 Mercian Trust's Performance Management policy.
- 4.2 Decisions regarding pay progression will be made with reference to the teachers' appraisal reports and the pay recommendations that they contain. In the case of NQTs, whose appraisal arrangements are different, pay decisions will be made by means of the statutory induction process.
- 4.3 The review will usually be deemed to be successful unless significant concerns about standards of performance have been raised during the appraisal cycle however it will

be possible for a 'no progression' determination to be made without recourse to the formal capability procedure in certain circumstances.

- 4.4 To be fair and transparent, assessments of performance will be properly rooted in evidence whilst being proportionate to be able to support robust decisions. In the schools within our Trust we will ensure fairness by:
- Training of Performance Management reviewers
 - Moderation of Performance Management objectives by the Headteacher or designated member of the Senior Leadership Team
 - Quality assurance of the Performance Management setting meetings. The Headteacher reserves the right to observe meetings.
 - The panel of Governors acting as the Pay Committee reviewing anonymous samples of Performance Management reports relating to staff at different levels of responsibility to ensure the fairness and accuracy of the reports, and to take such action as the Committee sees fit to remedy any failings.
- 4.5 The evidence we will use will be proportionate and will include:
- Lesson observations
 - Work scrutiny
 - Assessment of pupil progress against expected outcomes
 - Pupil end of key stage achievement outcomes
 - Self-assessment of individual performance against statutory teacher standards and behaviours we value as a Trust
 - Performance Management reviewers' assessment of teachers' performances against statutory teacher standards
 - Any special contribution to the success or reputation of the school or Trust
- 4.6 Appraisal reports will contain pay recommendations from the employee's Line Manager. Decisions about whether or not to accept a pay recommendation for teachers (other than the Headteacher/Principal) will be made by the Headteacher/Principal and referred to the Pay Committee for final ratification.
- This ratification will have regard to the Performance Management review statement and taking into account advice from the Headteacher/Principal and/or Senior Leadership Team. The Pay Committee will consider its approach to ensure that appropriate funding is allocated for pay progression at all levels.
- 4.7 In the Mercian Trust, judgements of performance will be made against the extent to which the teacher:
- Met their agreed individual Performance Management objectives
 - Satisfied the Pupil Progress target within a range of tolerance agreed by the Local Governing Body
 - Consistently met the statutory teacher's standards
 - Appropriately demonstrated the behaviours we value as a Trust
 - Executed the responsibilities described in their job description

- Executed the responsibilities of their TLR, where applicable

Progression on the Main Pay Range will depend on the individual teacher's performance against the criteria set out in Appendix 3.

The school expects effective performance of all its teachers and leaders and hopes for excellent performance. The criteria are also described below:

Performance Evaluation	Link to Pay Progression
Performance is effective or excellent given the stage of career.	Salary progression of one point on the appropriate scale (and within the agreed range).
Performance is below that expected given the stage of career.	No salary progression.

Accelerated Progression

In exceptional cases Headteachers or the CEO may make recommendations to the appropriate pay committee for accelerated pay progression. Any such recommendation will only be made where a member of staff has;

- demonstrated and evidenced exceptional performance of duties (in line with their job description) and
- made an exceptional contribution to the school or Trust as a whole.

Performance is below that expected given the stage of career.

It is possible for a teacher's performance to be judged to be below that expected given the stage of career, yet not yet be in receipt of informal support.

No performance management review should in itself be the initiating trigger for informal or formal capability procedures (see part 2 of Performance Management and Capability Policy) however, where a member of staff is subject to formal capability procedures no salary progression should be approved.

In the case of NQTs, whose Performance Management arrangements are different, pay decisions will be made by means of the statutory induction process. NQTs who successfully complete their induction year and gain QTS will progress to M2 and join the teacher Performance Management and pay progression process based on performance in their second year.

5. Movement to and within the Upper Pay Range

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 they wish to apply to be paid on the upper pay range. Applications may be made once a year and should be submitted by 31 October. Whilst the closing date for applications is normally 31 October each year, exceptions will be made in particular circumstances, e.g. those teachers who are on maternity leave or who are currently on sick leave.

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

The process for applications is:

1. Write to the Headteacher/Principal to apply, using the Trust UPR Application proforma (Appendix 5)
2. Submit the application form and supporting evidence to the Headteacher/Principal by the cut-off date of 31 October.
3. The Headteacher/Principal will assess the application, which will include a recommendation to the Pay Committee;
4. The Pay Committee will make the final decision, advised by the Headteacher/Principal and moderated by the CEO or his designate;
5. Teachers will receive written notification of the outcome of their application by 30 November. Where the application is unsuccessful, the written notification will include the areas where it was felt that the teacher's performance did not satisfy the relevant criteria set out in this policy (see 'Assessment' below).
6. Successful applicants will move to the minimum of the UPR from the previous September onwards, provided they have completed two successful Performance Management cycles (meaning their performance has been assessed as effective / excellent and they have not had pay progression declined in either of the last two years).
7. Unsuccessful applicants can appeal the decision.

5.2 The Assessment

An application from a qualified teacher will be successful where the Pay Committee is satisfied that:

- The teacher is highly competent in all elements of the relevant standards; and
- The teacher's achievements and contribution to the school are substantial and sustained.

For the purposes of this Pay Policy:

- '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.
- '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 a long period of time, as evidenced in two consecutive appraisal review.

5.3 Movement within the Upper Pay Range

Movement within the Upper Pay Range

The Trust has adopted the advisory pay scale points for the upper pay range.

Progression from UPR1 to UPR2 and then from UPR2 to UPR3 will be awarded when a teacher consistently demonstrates the post-threshold standards appropriate to the career stage of a highly competent and experienced post-threshold teacher alongside achieving agreed objectives and demonstrating the behaviours we value for two consecutive years (meaning their performance has been assessed as effective / excellent and they have not had pay progression declined in either of the last two years).

The evidence for progression within the upper pay range will be documented using the self-reflection paperwork in the appendices and updated as required by the Trust.

Where **objectives have been met** but the headteacher/principal **is not satisfied that post-threshold standards are being maintained** a post-threshold teacher will **be declined progression** within the upper range but considered again for progression the following year.

Where **objectives have not been met** but the headteacher/principal **is satisfied that post-threshold standards are being maintained** and further enhanced a post-threshold teacher will **be declined progression** within the upper range but considered again for progression the following year.

Where **objectives have not been met** and the headteacher/principal **is not satisfied that post-threshold standards are being maintained** and further enhanced a teacher will **be declined progression** within the upper range and will not be considered again for progression until their performance judged successful (effective – excellent) for two consecutive years.

6. Leadership Group Positions

- 6.1 The pay ranges for those on the Leadership Pay Spine (Headteacher/Principal, Deputy Headteacher and Assistant Headteacher) will be determined in accordance with the criteria specified in the STPCD 2018 and ensuring fair pay relativities. Pay ranges for all leadership positions within Trust are detailed in Appendix 2.
- 6.2 Discretionary payments to the Headteacher/Principal will be determined in accordance with the provisions of the STPCD 2018 and will be reviewed annually. The Local Governing Body will seek professional and appropriate external independent advice prior to making any decision in respect of discretionary payments to the Headteacher
- 6.3 The Local Governing Body will normally appoint new leadership teachers at the bottom point of the relevant pay range.
- 6.4 The Local Governing Body will allocate pay scale points on the Leadership Spine in accordance with the statutory provisions of the STPCD and the procedures set out in Appendix 3 of this document.

7. Lead Practitioners

- 7.1 A Lead Practitioner is a qualified teacher who has been appointed for the purpose of leading and improving the teaching skills of others in more than one Trust school.
- 7.2 The Mercian Trust reserves the right to establish Lead Practitioner posts or other similar posts within Trust structures. The Trust reserves the right to set appropriate remuneration for such posts using either TLRs or the Lead Practitioner Scale in the appendices.

8. Unqualified Teachers

- 8.1 The Mercian Trust will pay unqualified teachers on the unqualified teachers scale, taking account of relevant experience on the same basis as for qualified teachers and paying an appropriate unqualified teacher's allowance where additional responsibilities merit this, in line with the provisions of the STPCD 2018. The pay scale for Unqualified Teachers can be found in Appendix 2.

9. Teaching and Learning Responsibility (TLR) Payments

- 9.1 The Mercian Trust will allocate TLR payments to classroom teachers who occupy posts of additional responsibility in accordance with the statutory provisions of the STPCD and the provisions of the individual school's staffing structures. The school's staffing structure will identify those posts to which TLR payments are attached and the levels and values of those payments, and the present structure for TLR payments is in Appendix 4.

- 9.2 A TLR 3 may be awarded for a time limited or one off project. The duties undertaken must be focused on teaching and learning and meet the same criteria for an existing TLR1 or 2. Teachers awarded a TLR3 will be confirmed at the outset, in writing, the length of the project and payment.
- 9.3 Part time teachers may be awarded a TLR. Normally the TLR value would be paid at the same fraction as the part time teacher is contracted to work. For example, where part time teachers carry out part of the responsibility attached to a TLR as part of a job share arrangement, they should each receive an appropriate proportion of the non-contact time required to undertake the TLR. Where a part time teacher carries out the whole responsibility of a TLR post, additional non-contact time (based on that provided to full time teachers) should be allocated. The part time teacher's contractual working time overall should also be increased proportionately to that necessary to ensure the full value of the TLR payment.

10. SEN Allowances

- 10.1 Schools within The Mercian Trust may make SEN allowances available to teachers who fulfil the criteria as stipulated in para 22 of the STPCD 2018.

22. Allowance payable to unqualified teachers

22.1. The relevant body may determine that such additional allowance as it considers appropriate is to be paid to an unqualified teacher where it considers, in the context of its staffing structure and pay policy, that the teacher has:

- a) taken on a sustained additional responsibility which:
- i. is focused on teaching and learning; and
 - ii. requires the exercise of a teacher's professional skills and judgment; or
- b) qualifications or experience which bring added value to the role being undertaken.

11. Recruitment and Retention Payments

- 11.1 Schools within The Mercian Trust reserve the right to make recruitment and retention payments to teachers where it deems such payments to be necessary in response to local recruitment and retention difficulties. Any use of such payments will be on the basis of clearly defined criteria determined by the Trust from time to time and applied on a non-discriminatory basis.

12. Acting Allowances

- 12.1 Where a teacher is required to act as a member of the Leadership time for a period in excess of four weeks, they will receive additional allowances in order that their pay reflects the additional responsibilities that have been taken on.

- 12.2 Payment of acting allowances will be backdated to the day the teacher assumed those duties. No pressure, direct or indirect, will be placed on teachers to act up where such acting up is voluntary on their part.

13. Additional payments

- 13.1 As per STPCD 2018 (para 26), schools within The Mercian Trust may make such payments as it sees fit to a teacher, other than a Headteacher/Principal, 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 relating to the raising of educational standards to one or more additional schools.

14. Part-Time Teachers

- 14.1 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 school will give them a written statement detailing their working time obligations and the standard mechanism used to determine their pay, subject to the provisions of the statutory pay and working time arrangements and by comparison with the school's timetabled teaching week for a fulltime teacher in an equivalent post.

15. Short Notice/Supply Teachers

- 15.1 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.

16. Associate Staff

- 16.1 The Trust Board has adopted, where applicable, the Local Authority's Framework of Associate Staff Profiles to ensure that the requirements of the Single Status Agreement 1997 are met. The Trust Board has the power to determine the job description and person specifications within the Framework that match the duties and responsibilities covered by positions within the Associate staffing structure for Mercian Trust Academies. The pay and grading of Associate staff, attached to the Framework, is the single status pay and grading structure agreed by the Local Authority from November 2011. In adopting the Single Status Pay and Grading Structure and Framework the Trust Board is assured that, in each of the Mercian Trusts Academies:

1. all decisions will be based on an objective approach to pay and grading according to criteria laid down in the relevant national agreements;
2. decisions will be applied as consistently as possible across the staff groups concerned as well as within those staff groups;
3. any differences in pay between two employees within the same staff group will be justified in terms of a genuine and material difference in their circumstances and duties and responsibilities undertaken;
4. all decisions will have regard to equality of opportunity, and in particular, relevant employment legislation;
5. posts carrying similar levels of responsibility will be rewarded equally and all staff will be treated equitably.

The headteacher/principal will determine the staffing structure for their school in consultation with the Trust central team and the substantive subcommittees of the Trust board. This will set out the agreed posts, duties and responsibilities, and reporting lines.

Both the STPCD and Green Book require that salaries and salary ranges attached to each post be based on the duties and responsibilities attached to it in the staffing structure.

Pay Progression for Associate Staff

- 16.2 In April of each year employees will automatically move to the next incremental point plus any standard of living increase until they reach the top of the pay grade.

17. Appeals Against Pay Decisions

- 17.1 Appeals against decisions made by the Pay Committee will be referred to the Pay Appeals Committee for resolution under the terms of the appeals procedure set out in Appendix 6.

APPENDIX 1

Remit for The Pay Committee

The Pay Committee will comprise at least three governors (not including those employed at the school).

Establishment of the Policy

The Trust Board is responsible for:

- establishing the policy, in consultation with the Local Governing Bodies, Headteachers/Principals, and staff

Monitoring of the Policy

The Trust Board is responsible for:

- considering an annual report on decisions taken in accordance with the terms of the policy;

Application of the Policy

The CEO is responsible for:

- Moderating the pay decisions of all Headteachers/Principals to ensure fair and equitable treatment across all Trust schools
- Recommending pay decisions for the Headteacher/Principal (as set out in the Trust Performance Management Policy)

The Headteacher is responsible for:

- ensuring that pay recommendations for all staff are made and submitted to the Pay Committee in accordance with the terms of the policy;
- advising the Pay Committee on its decisions; and
- ensuring that staff are informed of the outcome of decisions of the Pay Committee and of the right of appeal.

The Pay Committee is responsible for:

- taking decisions regarding the pay of all staff (for the Headteacher, please see below) following consideration of the recommendations of pay reviewers and the advice of the Headteacher;
- taking decisions regarding the pay of the Headteacher following consideration of the recommendations of the governors responsible for the Headteacher's performance review;
- taking decisions regarding any acting allowances and reporting these to the Chair of Governors;
- submitting reports of these decisions to the LGB and Trust and
- ensuring that the Headteacher is informed of the outcome of the decision of the Pay Committee and of the right of appeal.

The Appeals Committee is responsible for:

- taking decisions on appeals against the decisions of the Pay Committee in accordance with the terms of the appeals procedure of the policy.

APPENDIX 2

School Pay Scales to be Inserted here.

Please note:

All schools within the Mercian Trust adhere to nationally agreed pay frameworks for teaching and associate staff.

APPENDIX 3

Criteria Against Which Decisions on Pay Will Be Made

The Pay Committee will take decisions on pay, including the Upper Pay Scale and Leadership Spine progression according to the STPCD's statutory provisions.

Increments to pay will be made in accordance with successful performance management reviews. The school's performance management processes are intended to support teachers' professional development. Performance management objectives will be set in accordance with that intention and will be agreed with the teacher when set.

Teachers may choose to draw particular achievements to the attention of the Pay Committee. If they choose not to take this option, however, it will not count against them.

The timetable for performance management reviews will be such as to allow the Pay Committee to meet its obligation to complete pay assessments by 31 October or for the Headteacher by 31 December.

Teachers will be informed by letter of the outcome of any decisions on pay scale transitions following their annual pay assessments.

Criteria for teachers and leaders

The principles for making decisions on pay progression are set out in Section 6 of the Performance Management Policy and criteria are summarised below:

	Effective or Excellent Performance given stage of career.	Performance below that expected given the stage of career.
PM Objectives	Meets or exceeds all objectives.	Objectives not met.
Statutory Standards	Consistently met and further enhancing	Not consistently met.
Behaviours we value	Demonstrates behaviours we value in all work with students and colleagues throughout the Trust.	Does not demonstrate behaviours we value when undertaking their work.
Job Description	Performance exemplifies the responsibilities of Job Description	Role as defined in the Job Description is not being undertaken effectively.
TLR (where applicable)	Impact of TLR is clear or has had greater impact than anticipated.	Impact of TLR is not clear.
Pay Progression Recommendation	Performance Related Pay Progression Recommended.	Performance Related Pay Progression not Recommended.

NB In some cases an appraisal objective may only be partially met due to circumstances beyond the control of the teacher. In these circumstances the appraiser may judge the target to have been met. In all cases of this type the decision must be moderated by the Headteacher or designated member of the Senior Leadership team.

UPR and Leadership

Decisions on UPR and Leadership Spine progression will be taken by the Pay Committee, following consideration of the recommendation of the performance management reviewer and the advice of the Headteacher/Principal in consultation with the CEO.

For those on the Leadership Spine this can include an adjustment to their pay range, in accordance with the STPCD framework. Such an adjustment must be approved by Trust Pay Committee.

Verbal feedback will be offered to set out the reasons for any decision in respect of UPR or Leadership Spine progression.

UPR: In respect of application to be considered for a payment on UPR the criteria are as set out in the policy. To progress on UPR, the pay committee will need to be satisfied that there have been two consecutive years' successful performance management reviews, and that the teacher is highly competent in all elements of the relevant standards and demonstrate achievements and contribution to the school which are substantial and sustained. The definitions of "highly competent", "sustained" and "substantial" are contained in the policy.

UPR progression - atypical situations

Where it is not possible or practicable to apply the provisions of the statutory guidance, for example due to absence or recent appointment, the pay committee will take its decisions on the basis of the information available to it. Where teachers have recently joined the school, the pay committee will, where necessary, liaise and seek evidence from previous schools and only where necessary seek evidence from the teachers themselves.

Leadership: The criteria for payment to those on the Leadership scale will be successful performance management reviews. All those on Leadership Scales must have a Mercian contract to be eligible for pay progression.

Teachers joining from another school or other employment

Although teachers joining the school from other employment have no right to be placed on a particular point or be eligible for a payment on the UPR or the Leadership scale, the LGB will exercise its discretionary power to allocate additional pay scale points in respect of any performance-related pay progression made in their previous employment and pay the teacher at a point that it considers fair in all the circumstances.

APPENDIX 4

TLR STRUCTURE

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

Criterion

A Teaching and Learning Responsibility payment (“TLR”) may be awarded to a classroom teacher for undertaking a sustained additional responsibility in the context of the school’s staffing structure for the purpose of ensuring the continued delivery of high quality teaching and learning for which s/he is made accountable.

The TLR1 and TLR 2 are permanent awards whilst the teacher remains in the same post or occupies another post in the absence of a post-holder.

Factors (TLR1 and TLR2)

Before awarding a TLR, the governing body must be satisfied that the teacher’s duties include a significant responsibility that is not required of all classroom teachers, and that

- a) is focused on teaching and learning;
- b) requires the exercise of a teacher’s professional skills and judgement;
- c) requires the teacher to lead, manage and develop a subject or curriculum area; or to lead and manage pupil development across the curriculum;
- d) has an impact on the educational progress of pupils other than the teacher’s assigned classes or groups of pupils; and
- e) involves leading, developing and enhancing the teaching practice of other staff.

TLR1 Only

Before awarding a TLR 1, the governing body must be satisfied that the significant responsibility referred to in the previous paragraph includes in addition, line management responsibility for a significant number of people.

The definition of “significant” in this context is a matter for the governing body.

TLR3 (time limited)

Before awarding a TLR 3, the governing body must be satisfied that the significant responsibility referred to in the previous paragraphs apply, except:

- a) requires the teacher to lead, manage and develop a subject or curriculum area; or to lead and manage pupil development across the curriculum; and
- b) involves leading, developing and enhancing the teaching practice of other staff.

The governing body will ensure that the use of TLR3 applies only to clearly time limited school improvement projects or one-off externally driven responsibilities and where there is a genuine development or operational need.

TLR3 payments will not be used to replace or otherwise limit teachers' pay progression on the Main, Upper or Leading Practitioner Pay Ranges.

Values from 1st September 2020

The values of TLRs must fall within the following ranges:

- a) The annual value of a TLR1 is £8,291 - £14,030
- b) The annual value of a TLR2 is £2,873 - £7,017
- c) The annual value of a TLR3 is £571 - £2,833

Details of TLRs to be awarded at the school will depend on the outcome of the review of the staffing structure and the timing of introduction will be in line with the implementation plan.

If a post meets the criterion and all of the factors, this does not mean automatically that the post will be graded as a TLR1.

A teacher may not hold more than one TLR1, but a TLR could be based on a job description that itemises several different areas of significant responsibility.

TLRs may be awarded on a temporary basis only where the teacher is temporarily occupying a different post in the staffing structure to which a TLR payment is attached (such as in the cases of cover for secondments, maternity or sick leave or vacancies pending a permanent appointment) and for the duration of that responsibility.

Teachers in receipt of safeguarded allowances and temporarily paid a TLR sum to cover the responsibilities of a permanent post-holder revert to their safeguarded allowance when the period of temporary cover finishes.

TLR3s are not subject to safeguarding

APPENDIX 5

This form is to be completed in advance of the annual Performance Management Meeting. It should be used to inform the conversation and objective setting.

Post-Threshold Standard	Working Towards	Secure	Signposting of Evidence / Further Evidence Required
<p>P1 – Policies and practices Contribute significantly to the implementation of workplace policies and practice and to promoting collective responsibility for their implementation.</p>			
<p>P2 – Personalised learning Have an extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise learning to provide opportunities for all learners to achieve their potential.</p>			
<p>P3 - Assessment and monitoring (1) Have an extensive knowledge and well-informed understanding of the assessment requirements and arrangements for the subjects / curriculum areas they teach, including those related to public examinations and qualifications.</p>			
<p>P4 - Assessment and monitoring (2) Have up-to-date knowledge and understanding of the different types of qualifications and specifications and their suitability for meeting needs of students within our context.</p>			
<p>P5 - Subjects and Curriculum Demonstrate a more developed knowledge and understanding of their subjects / curriculum areas and related pedagogy – including how learning progresses within them and within the context of the school.</p>			
<p>P6 - Health and well-being Have sufficient depth of knowledge and experience to be able to give advice on the development and well-being of children and young people.</p>			

Post-Threshold Standard	Working Towards	Secure	Signposting of Evidence / Further Evidence Required
<p>P7 - Planning Be flexible, creative and adept at designing learning sequences within lessons and across lessons that are effective and consistently well-matched to learning objectives and the needs of learners and which integrate recent developments, including those relating to subject/curriculum knowledge.</p>			
<p>P8 - Teaching Have teaching skills which lead to learners achieving well relative to their prior attainment, making progress as good as, or better than, similar learners nationally.</p>			
<p>P9 - Team working and collaboration (1) Promote and demonstrate effective collaboration. Work effectively in school teams and with partners/stakeholders as appropriate.</p>			
<p>P10 - Team working and collaboration (2) Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback.</p>			

APPENDIX 6

PAY APPEALS PROCEDURE

The arrangements for considering appeals are as follows:

Any employee may appeal against any determinations in relation to their pay or any other decision taken by the school that affects their pay. The grounds for appeal are that the person or committee by whom the decision was made:

- incorrectly applied any provision of the STPCD, or the appropriate terms and conditions of employment;
- 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 employee.

The order of proceedings is as follows:

The employee receives written confirmation of the pay determination and where applicable written or verbal information regarding the basis on which the decision was made.

If the employee 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.

Where this is not possible, or where the employee continues to be dissatisfied, he/she may follow a formal appeal process.

The employee should set down in writing the grounds for questioning the pay decision, which must relate to the grounds as set out above, and send it to the Clerk to the Local Governing Body, within ten working days of the notification of the decision being appealed against or of the outcome of the discussion referred to above.

The Clerk should convene a governors' hearing panel within ten working days of receipt of the written grounds for questioning the pay decision to consider this and give the employee an opportunity to make representations in person. Following the hearing the employee will be informed in writing of the hearing's decision and the right to appeal.

APPENDIX 7

School Structure

Individual School Structure to be inserted here

