



Teachers' Pay Policy

2022-23

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1. INTRODUCTION

This policy has been agreed by the Reach South Board and adopted by the Local Governing Body (LGB) to provide a clear framework for the management of pay and grading issues for all teaching staff employed in Reach South.

This policy is compliant with the School Teachers' Pay and Conditions (STPCD).

Reach South is committed to taking decisions in accordance with the 'key principles of public life': objectivity, openness and accountability.

The Trust recognises the requirement that all pay progression decisions for teaching staff must be linked to the annual appraisal of their performance. The procedures set out in this document seek to ensure that this is achieved in a fair, equitable and transparent way.

The Trust recognises its responsibilities under relevant legislation including the Equality Act 2010, the Employment Relations Act 1999, the Part-time workers (Prevention of Less Favourable Treatment) Regulations 2000, the Fixed-Term Employees (Prevention of Less Favourable Treatment) Regulations 2002, The Employment Rights Act 1996, The Employment Act 2002, The Employment Act 2002 (Dispute Resolution) Regulations, and will ensure that all pay related decisions are taken equitably and fairly, in compliance with statutory requirements.

This policy has been agreed by the Reach South Board for adoption by the LGB following consultation and agreement with staff and the recognised trade unions. Any subsequent changes will also be subject to further consultation before amendment by Reach South. For staff up to the level of Headteacher, each LGB will have full authority to take decisions on behalf of the Trust Board on pay matters as defined in this policy. For Headteachers, the Regional Board will have authority to take decisions on pay matters as defined in this policy.

2. Aims

In adopting this pay policy the aim is to:

- Achieve excellent and aspirational outcomes for all pupils;
- Support the school's overall aims and priorities as stated in the school improvement plan;
- Ensure staff are well motivated as well as being valued and rewarded appropriately for their work and contribution to the school;
- Support the recruitment and retention of a high quality teacher workforce and support teachers' career development;
- Demonstrate the fairness of decisions on pay, ensuring they are just and transparent and can be justified as being based on evidence, and that this is applied consistently across Reach South;
- Support the Trust's Appraisal policy and the principles that underpin it.

Pay decisions (with the exception of those relating to the SLT as outlined above) at this academy are made by the Headteacher on delegated authority from the Multi Academy Trust (MAT).

The Trust will, in addition, consider any advice issued by the Department for Education (DfE), relevant national bodies, recognised trade unions and relevant statutory legislation.

3. Equal Opportunities

The Trust seeks to provide equal employment opportunities for all staff and will comply with all relevant employment and equalities legislation and regulations at all times.

All vacant posts, including those that are temporary or acting will be advertised to all staff on staff notice-boards, Reach South virtual staff notice-board on the Trust web-page, in order for all staff to have an opportunity to apply for posts across the Trust as internal applicants relevant to their training and experience.

4. Job Descriptions and Responsibilities

The Headteacher will ensure that all staff are provided with a job description, and in accordance with the agreed staffing structure. This will outline the role and responsibilities of the post and will include the pay range and any additional payments and allowances. The job description will detail the reason for additional allowances and their duration, whether permanent or fixed term.

Job descriptions may be reviewed from time to time (other than as part of the formal appraisal process) in consultation with the individual employee concerned. This will be with a view to making reasonable adjustments in line with academy/Trust needs. If a significant change in role is necessary, a new job description will be agreed with the member of staff

If there are significant changes to a significant number of job descriptions consideration will be given to reviewing the whole staffing structure, with appropriate consultation with staff and trades unions.

5. Access to Records

The Headteacher/Principal will ensure reasonable access for individual members of staff to their own employment records in line with UK General Data Protection Regulations (UK GDPR) and the provisions of the Data protection Act 2018 (DPA 2018).

6. Appraisal and Pay Recommendations

Individual Reach South Academies will follow the Reach South Teachers' Appraisal Procedure in conjunction with this document for appraising teachers' performance and making and determining the agreement or disagreement with those recommendations regarding pay. In addition to the transparent and fair appraisal procedure outlined in that policy, the Trust believes that there is a responsibility for individual appraisees and appraisers to work together and for the appraisee to gather any evidence they deem to be appropriate in meeting the agreed criteria.

The Headteacher will moderate objectives, performance assessment and pay recommendations to ensure consistency and fairness in their school. Reach SouthTrust Board will moderate the above across the Trust in order to quality assure consistency and fairness

In accordance with the 'Equalities considerations as part of the appraisal and pay determination process' Departmental advice document (June 2014), each school has a duty to ensure that they do not directly or indirectly discriminate against anyone because of a relevant protected characteristic. All public authorities – including schools – must comply with the new Public Sector Equality Duty (PSED) introduced by the Equality Act 2014 (section 149 of Equality Act 2010). To discharge the duty schools must have due regard to the need to:

- Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Act.
- Advance equality of opportunity between people who share a relevant protected characteristic and people who do not share it (applies to age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation)
- Foster good relations between people who share a relevant protected characteristic and people who do not share it.

For further information on what this means for teachers' pay, please see Appendix 10

7. Discretionary Pay Awards

Discretionary pay awards will only be made in accordance with the criteria set out in this policy.

8. Safeguarding

Where a pay determination leads (or may lead) to the start of a period of safeguarding, the Academy will comply with the relevant provisions of the STPCD. They will give the required notification as early as possible, and, no later than one month after the determination of pay has been made. More details on safeguarding can be found in relevant sections below.

9. Annual Determination of Pay

The salaries of all teaching staff including the senior leadership team will be reviewed annually by 31 October for teachers and 30 November for the Headteacher, to take effect from 1 September.

Each teacher's appraisal report will contain a pay recommendation based on the evidence discussed at the appraisal review meeting, and the previously agreed criteria for progression. This should contain no surprises for the member of staff.

The Headteacher is responsible for submitting these recommendations to the LGB Finance Committee for approval. For recommendations regarding the Headteachers pay progression, the Director of HR is responsible for submitting the recommendation to the Trusts Remuneration Committee. For SLT members reporting to the Headteacher approval must be sought from the Director of HR.

Decisions on annual pay progression recommendations will be communicated to all relevant staff by the Headteacher in writing in accordance with the STPCD. This will set out the reasons why decisions have been taken. The Decision on the Headteacher's pay will be communicated in writing by 30 November in accordance with the STPCD. The instruction to amend pay from the relevant date (1 September) will be issued immediately after the time limit for lodging an appeal has expired (10 days), or immediately after an appeal has concluded.

10. Recruitment

10.1 Teaching Staff

The Headteacher will determine the pay range for each vacancy before it is advertised with the exception of SLT posts. The Director of HR will be responsible for determining pay ranges for SLT positions. The starting salary within the advertised range will be decided on appointment of the successful candidate. The Trust undertakes that it will not restrict the pay range advertised for or starting salary and pay progression prospects available for classroom teacher posts, other than the minimum of the Main Pay Range (MPR) and the maximum of the Upper Pay Range (UPR).

The Trust will apply the principle of pay portability in making pay determinations for all new appointees.

11. Teaching Staff

11.1 Pay and Conditions

All teachers in Reach South are employed in accordance with the statutory provisions set out in the School Teachers' Pay and Conditions Document (STPCD) which is updated each September as well as the Conditions of Service for School Teachers in England and Wales (the Burgundy Book).

The following pay arrangements have been agreed by the Reach South Board using the flexibilities contained within the STPCD.

The Finance committee of the LGB will apply any local area allowances to teachers' pay within their individual academies.

September 2020 Pay Award

A 2.75% uplift to all points on all teachers and leadership pay scales and allowances with the exception of Main Pay Range.

MPS1 - 5.5%

MPS2 - 4.95%

MPS3 - 4.4%

MPS4 - 3.85%

MPS5 - 3.3%

MPS6 - 2.75%

11.2 Part Time Teachers

The Headteacher will ensure that all part time employees are treated no less favourably than a full time comparator.

Teachers employed on an on-going basis at this school, but who work less than a full working day or week are deemed to be part-time. The Trust will give them a written statement detailing their working time obligations and the mechanism that is used to determine their pay, subject to the provisions of the statutory pay arrangements.

Part-time teachers will be entitled to be paid for their contractual hours pro rata to a full-time teacher, with the exception of TLR3, and will also be entitled to PPA time, other non-contact time, directed time and duties allocated on a pro rata basis.

11.3 Supply/Short Notice Teachers

Teachers employed on a day-to-day or other short notice basis will be paid in accordance with the provisions of the STPCD on a daily basis calculated on the assumption that a full working year consists of 195 days; periods of employment of less than a day being calculated pro rata (by dividing their annual salary by 1265 to give an hourly rate).

12. Appeals

A teacher (including the Headteacher) wishing to appeal in relation to their pay will follow the process outlined below:

A teacher/Headteacher may appeal against any determination in relation to his/her pay or any other decision taken by the relevant body that affects his/her pay.

At all stages of the appeal, a teacher/Headteacher may be accompanied by and represented by a work colleague or trade union or professional association representative.

Any member of staff appealing has the right to see all relevant papers.

The following list, though not exhaustive, includes the usual reasons for appealing against a pay decision.

- Incorrect application of any of the provisions contained in the STPCD;
- Failure to have proper regard for statutory guidance;
- Failure to take proper account of relevant evidence;
- Taking account of irrelevant or inaccurate evidence;
- Evidence of unlawful discrimination or bias against the teacher.

The decision of the appeal panel will be given in writing and will include a note of what evidence was considered and the reasons for the decision.

The decision of the appeal panel is final.

Please see the Trusts Appeal Policy and Procedure available on the Trusts website.

13. Headteacher Pay

For appointments after 1 September 2014, the Trust will determine the pay range to be advertised and they will agree the pay on appointment as follows:

The Trust will assign a seven point Individual School Range (ISR) from the DfE Pay spine for Leadership spine at Appendix 11.

Reach South has established a Leadership group pay structure with posts paid in accordance with the minimum and maximum points for such posts as determined by the STPCD. The Reach South Leadership group pay structure is shown at Appendix 10:

Determination of the school's Headteacher group and Head Teacher Pay ranges

The seven point Individual School Range (ISR) will be based on the school group size as determined by the STPCD. Based on the school group, the pay ranges for Headteachers is set out at Appendix 3.

Schools must be assigned to a Headteacher group in accordance with the following table as set out in the STPCD:

TOTAL UNIT SCORE	GROUP
Up to 1,000	1
1,001-2,200	2
2,201-3,500	3
3,501-5,000	4
5,001-7,500	5
7,501-11,000	6
11,001-17,000	7
17,001 and over	8

The total unit score must be determined in accordance with the number of pupils on the school register, calculated as follows:

KEY STAGE	UNITS PER PUPIL
For each pupil in the preliminary stage and each pupil in the first or second key stage	7
For each pupil in the third key stage	9
For each pupil in the fourth key stage	11
For each pupil in the fifth key stage	13

The number of pupils on the school register, and the number of pupils at each key stage must be determined by the numbers as shown on the most recent return of the DfE School Census.

Each pupil with a statement of special educational needs (SEN) or from September 2014, an Education, Health and Care plan must, if in a special class consisting wholly or mainly of such pupils, be counted as three units more than the pupil would otherwise be counted and if not in a special class, be counted as three such units only where the relevant body so determines.

Where the Headteacher is appointed as Headteacher of more than one school on a permanent basis, the Trust must calculate the Headteacher group by combining the unit score of all the schools for which the Headteacher is responsible, to arrive at a total unit score which then determines the Headteacher group.

Unit totals and Headteacher groups – special schools must be determined in accordance with the STPCD.

Unit totals and Headteacher groups – particular cases. If there are expected changes in number of registered pupils and teaching establishments and for new schools

The Trust will assign the school group in accordance with the STPCD, this will include the seven point Individual School Range (ISR) based on the school group size as determined by the STPCD

Determination of Leadership Pay Ranges - When determining an appropriate pay range, the relevant body must take into account all of the permanent responsibilities of the role, any challenges that are specific to the role, and all other relevant considerations. In the case of a new appointment, the relevant body may wish to consider whether the requirements of the post and the extent to which the preferred candidate meets those requirements are such that it would be appropriate to set the starting salary above the minimum of the relevant Headteacher group. The relevant body must ensure that there is appropriate scope within the range to allow for performance related progress over time.

Pay ranges for Headteachers should not normally exceed the maximum of the Headteacher group. However, the Headteacher's pay range (when determined on or after 1 September 2014) may exceed the maximum where the relevant body determines that circumstances specific to the role or candidate warrant a higher than normal payment. The relevant body must ensure that the maximum of the Headteacher's pay range and any additional payments made does not exceed the maximum of the Headteacher's group by more than 25% other than in exceptional circumstances and the Trust will seek external independent advice and will refer to the Trust Board before providing such agreement and support its decision with a business case. The maximum of the deputy or assistant Headteacher's pay must not exceed the maximum of the Headteacher group for the school, calculated in accordance with the STPCD 2014. The pay-range for the Deputy or assistant should only overlap the Headteacher's pay range in exceptional circumstances.

Determination of temporary payments to Headteachers. The Trust may determine that payments be made to a Headteacher for clearly temporary responsibilities or duties that are in addition to the post for which their salary has been determined since 1 September 2014.

The total sum of the temporary payments made to a Headteacher in any school year must not exceed 25% of the annual salary which is otherwise payable to the Headteacher, and the total sum of salary and other payments made to a head teacher must not exceed 25% above the maximum of the Headteacher group except where the Trust have determined that additional payments be made to a Headteacher which exceed the limit. This will only occur in wholly exceptional circumstances. The Trust must produce a business case for the Trust Board's Remuneration Committee to consider, and seek external advice before seeking such agreement.

These temporary payments do not apply to payments made in accordance with

- Residential duties where these are a requirement of the post; or
- Payments in respect of housing or relocation expenses which relate solely to the personal circumstances of that Headteacher.

14. Leadership Group Performance Management and Pay

14.1 Progression

Headteacher/Executive Headteacher/Head of School

At the start of each academic year, the Director Education will agree performance objectives/targets with the Headteacher. The performance objectives/targets must be in line with priorities identified in the School Development Plan.

The Headteacher appraisal of performance will be conducted in accordance with the Trust's Appraisal Procedure and will include the Deputy Director of Education and the Chair of the LGB as a minimum. At the conclusion of the annual appraisal cycle, the Director of Education will make a written pay recommendation to the CEO and Director of HR. The recommendation will include the reasons for the recommendation and the level of salary that is recommended as well as the date from which it will be paid (normally 1 September). The recommendation would normally be for a movement of 1 point on the pay-range where there has been a sustained high quality of performance in respect of school leadership and management and pupil progress and will be based on the annual performance review and the views of the Chair of Governors' with regard to the Headteacher's overall performance for the year. In exceptional circumstance where the Headteacher has shown exceptional performance the recommendation may be for a movement of 2 points. Any decision will be objectively justified and recorded.

The Director of Hr will then prepare a written pay recommendation for consideration by the Trust's Remuneration Committee. Once determination is made by the relevant body, the Headteacher will be informed of the decision in writing by 30 November, with effect from 1 September.

If the Headteacher wishes to appeal the decision of the relevant body, s/he will follow the Trust's Appeal Policy and Procedure, available on the Trust website.

All Leadership Group Posts

The Headteacher (please see specific guidance above for Headteacher/ Executive Headteacher and Head of School Posts above) will make decisions on pay progression for leadership posts based on the following:

- The decision of whether or not to award pay progression must be related to the individual's performance, as assessed through the Reach South Teachers' Appraisal Procedure, and must include agreed objectives relating to school leadership and management, and pupil progress.
- A recommendation on pay must be made in writing as part of the individual's appraisal report, and in making its decision the Director of HR must have regard to this recommendation.
- Pay decisions must be clearly attributable to the performance of the individual.
- Sustained high quality of performance having regard to the results of the most recent appraisal carried out in accordance with the Reach South Teachers' appraisal procedure should give the individual an expectation of progression up the pay range.
- Where in accordance with the provisions of an earlier Reach South Teachers' Pay Policy, the relevant body has determined a pay range the maximum of which exceeds the highest salary payable under this Pay Policy it must continue to pay any salary determined by reference to that pay range until such time as it reassesses the pay range for its leadership posts under the provisions of this policy.

If teachers on the leadership pay scale wish to appeal the determination of the relevant body regarding their pay, they should follow the Trust's Appeal Policy and Procedure available on the Trust website.

15. Acting Allowances

These are payable to teachers who are assigned to carry out the duties of Headteacher, Deputy Headteacher or Assistant Headteacher in accordance with the STPCD. The Director of Education and the Director of HR will, within 4 weeks of the commencement of the acting arrangements determine whether or not the member of staff will be paid an allowance. For any acting duties of the Headteacher, Deputy Headteacher or Assistant Headteacher that last for a period of 4 weeks or more, the post-holder will be paid at an appropriate point on the Headteacher's ISR, the Deputy Headteacher range or the Assistant Headteacher range as determined by the Director of Education and the Director of HR. Payment will be backdated to the commencement of the acting duties.

When an absence is planned or prolonged, the acting allowance will be agreed in advance and paid from the first day of absence.

16. Leading Practitioners

The primary purpose of the Leading Practitioner role is modelling and leading the improvement of teaching skills across the school. These roles are paid above the maximum of the Upper Pay range.

There will be a 5 point scale for Leading Practitioner posts. The range applied to each post across the school may vary in accordance with differentials of role and responsibility of individual posts

The Director of Education/Director of Individual Needs and Director of HR will appoint a 5 point scale from within the pay scale based on the successful candidate's relevant skills and experience, and to allow for pay progression.

The Pay-scales for Leading Practitioners can be found at Appendix 12

16.1 Pay Progression for Leading Practitioners

Progression for teachers paid on the LP pay range will be subject to the outcome of the annual appraisal review (conducted under the Trust's appraisal procedure). LP's will need to demonstrate within their appraisal that they:

- Have made good progress towards their objectives
- are an exemplar of teaching skills, which should impact significantly on pupil progress within the school (and in the wider Trust context if desired/relevant)
- Have made a substantial impact on the effectiveness of other staff and colleagues. This includes where there have been specific elements of practice that have been highlighted as in need of improvement.
- are highly competent in all aspects of the Teachers' Standards
- Have shown strong leadership in developing, implementing and evaluating policies and practice that contribute to school improvement.

Following the written recommendation of pay progression arising from the annual appraisal review, the Director of Education/Director of Individual Needs in conjunction with the Director of HR will determine pay progression and ensure that the amount is clearly demonstrated to be attributable to the performance of the LP. They will be able to objectively justify and support their decision by the evidence.

They may determine an award of one incremental point for sustained high quality performance, or more increments (up to 2) where performance has been exceptional. Where performance has not been of a sustained high quality, and this is reflected by the recommendation of the appraiser, it may be determined that there should be no pay progression. The pay review will take place by 31 October effective from 1 September.

If a teacher paid on the LP pay scale wishes to appeal any decision made by the relevant body regarding their pay, they should do so using the Trust's Appeal Policy and Procedure.

17. Teachers on the Main and Upper Pay Ranges

17.1 Newly Appointed Teachers

The Headteacher will determine the salary range of each vacant post prior to advertising it. On appointment, they will determine the starting salary on the Trust's pay structure – based on the Main Pay Range (MPR) or Upper Pay Range (UPR) with regard to:

- The requirements of the post
- Specialist knowledge or skills required for the post
- Experience required to undertake the specific duties of the post
- The wider academy/Regional/Trust context

The Trust applies the principle of pay portability as per section 10.1 (Recruitment)

17.2 Pay structure

Reach South Academy Trust has established a pay structure with posts paid in accordance with the minimum and maximum points for such posts as determined by the STPCD. The Reach South pay structure is shown at Appendix 13.

17.3 Pay progression based on performance

In Reach South, 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 appraisal are set out in the Reach South Appraisal procedure which should be read in conjunction with this policy.

In Reach South appraisal is intended to support and develop teachers' professional and career development and will ensure rapid, aspirational and sustained progress in pupil outcomes.

Decisions regarding pay progression will be made with reference to the teachers' appraisal reports and the pay recommendations they contain. In the case of ECT's, whose appraisal arrangements are different, pay decisions will be made by means of the statutory induction process. If the member of staff successfully completes and passes the the relevant stages of induction, pay progression would apply. If concerns have been raised and managed during the appraisal process and satisfactory and sustained improvement has not been made, the induction will not be passed and the teacher would be automatically dismissed. The above arrangements would also apply in circumstances where it is necessary to have an extension to the period of induction and would take place following completion of the extension.

In order to be fair and transparent, assessments of performance will be properly rooted in evidence. Please refer to the relevant sections within the Reach South appraisal procedure which sets out the evidence that will be used in each Reach South Academy.

Teachers' appraisal reports will contain pay recommendations. Final decisions about whether or not to accept a pay recommendation will be made by the Headteacher, based solely on the appraisal report and with a view taken from the senior leadership team.

This table which gives a brief outline of possible pay progression outcomes from the appraisal process. It is included here as an overview of the criteria which are detailed and exemplified within the Reach South Appraisal policy.

Met Objectives/standards (evidenced through the appraisal cycle) Performance level - Good	= X1 reference point on the pay scale	If teachers meet their agreed objectives, agreed through the appraisal process. Consideration should be given for good progress towards demanding objectives.
Not met Objectives / standards (evidenced through the appraisal cycle) Performance level – requires improvement	= 0 pay increase	If teachers do not meet their agreed appraisal objectives, and where concerns have been raised , in writing, through the appraisal process, pay progression will be withheld and support offered through the Reach South Teacher Support Programme contained in the Appraisal Policy to improve performance .
Exceeded objectives etc. as above Performance level – Exceptional	Discretion to award accelerated progression of up to 2 reference points	If teachers exceed all their agreed appraisal objectives as set out above, and their performance, particularly in raising pupil standards and classroom teaching are exceptional (with the majority of pupils having made outstanding progress) and where they have contributed to a whole school initiative, progression may (at the discretion of the Finance Committee of the LGB) be accelerated to up to 2 reference points.

For teachers on the UPR progression will normally be considered after 2 years of sustained high quality performance.

Please refer to the Reach South Appraisal Procedure.

An unsuccessful performance award (pay progression) will not necessarily mean a teacher is in formal capability proceedings; the teacher may just have not met their overall agreed appraisal

objectives to a sufficient standard. Where a teacher is in formal capability proceedings, the appraisal process ceases and an annual performance award cannot be awarded. The Headteacher may award the increment at a later date due to good progress following capability.

17.4 Pay on appointment for teachers on MPR and UPR

A teacher newly appointed to a role within any Reach South academy will be appointed at the relevant point on the scale based on factors outlined under the section on recruitment. If this is not at the minimum point, for any reason other than pay portability, a robust business case will need to be made justifying the placement on the range. Consideration must also be given to the level of salaries of existing staff to prevent any pay inequality occurring. The HR Team will support the Headteacher in making the determination of salary.

18. Applications to be Paid on the UPR

18.1 Applications to be paid on UPR

The circumstances in which the Trust **'must'** pay a teacher on the UPR and **'may'** pay a teacher on the UPR are set out in the STPCD and these are the criteria under which this pay policy operates.

Qualified teachers may apply to be paid on the UPR at least once a year. The Headteacher shall assess any such application received and make a determination in line with this policy, on whether the teacher meets the criteria.

Applications must be made by 31 October of each year for consideration by the Headteacher. A recommendation will then be made by the Headteacher or other appropriate member of the senior leadership team with pay backdated to 1 September if the application was successful. Exceptions will be made in particular circumstances for example if the teacher is on maternity leave or on sick leave.

If a teacher is simultaneously employed at another academy/ies/school/s they may submit separate applications if they wish to apply to be paid on the UPR in that school. This academy is not bound by any pay decision made by another academy. If the other academy is also within Reach South, however, then the individual need only apply once and if their application is successful it applies to any of the Reach South academies where they might work simultaneously.

In order for the assessment of any application to be robust and transparent, it will be an evidence based process only. Teachers will have to demonstrate that they meet or exceed all the teacher standards, through the appraisal process and based on the definitions of 'substantial' and 'sustained' set out below. They will also need to demonstrate that they have been working at that level for a significant period of time (2 years) prior to making an application for progression onto the UPR. Teachers considering application to the UPS will need to have appropriate objectives set, based on the criteria set out below.

For teachers who have been absent through disability, sickness or maternity, an application may still be made and it may cite written evidence from a 3 year period prior to the application being made. This supporting evidence may be from this, or other schools.

As defined in the STPCD, a teacher applying to be paid on the UPR must be able to demonstrate:

- That they are highly competent in all elements of the relevant standards; and
- That their achievements and contribution to the educational setting/s is/are substantial and sustained.

In Reach South this means:

Substantial: the teacher's achievements and contribution to the school are significant, by contributing, where appropriate, to developing and implementing workplace policies and practice, modelling effective team working and excellent teaching practice, promoting collaboration, being able to give effective advice on the development and wellbeing of children and young people and demonstrating effective practice that contributes to the professional development of colleagues.

and Sustained: using evidence from the previous two appraisal cycles

(1) Professional attributes – Frameworks

P1. Contribute significantly, where appropriate, to implementing workplace policies and practice and to promoting collective responsibility for their implementation.

(2) Professional Knowledge and Understanding

Teaching and learning – P2. 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.

Assessment and monitoring – P3. 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.

P4. Have up-to-date knowledge and understanding of the different types of qualifications and specifications and their suitability for meeting learners' needs

Subjects and curriculum – P5. Have a more developed knowledge and understanding of their subjects

/curriculum areas and related pedagogy including how learning progresses within them.

Health and Wellbeing – P6. Have sufficient depth of knowledge and experience to be able to give advice on the development and wellbeing of children and young people.

(3) Professional Skills

Planning P7. 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.

Teaching – P8. 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.

Team working and collaboration – P9. Promote collaboration and work effectively as a team member.

P10. Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback.

19. Process

The closing date for applications is 31 October

The teacher applies using the Trust's application form (see Appendix 1)

The application will be assessed by the Headteacher or other relevant member of the Senior Leadership team. The teacher will be notified in writing within 20 working days.

If the application is successful, the applicant will be moved onto the UPR backdated to 1 September. Successful applicants will be placed on the minimum point of the UPR.

If the application is unsuccessful the teacher will be provided with feedback by the Headteacher. This written notification will include the area/s where it was determined that the teacher's performance did not satisfy the relevant criteria.

A teacher may appeal the decision using the Trust's Appeal Policy and Procedure.

20. Pay Progression for Teachers on the UPR

For pay determinations effective from 1 September 2014, the Headteacher will determine (based on the appraisal process and on input from the SLT) whether there should be any movement on the UPR taking into account the following:

- The criteria for when a teacher must be paid on the UPR, set out in Section 18;
- The evidence which in Reach South will show that the teacher has had 2 consecutive appraisal reviews and has made good progress towards objectives.
- Evidence that the teacher has maintained the criteria set out above for moving onto the UPR.

Pay progression on the UPR will be clearly attributable to the performance of the individual teacher measured through the appraisal process, and the Headteacher will be able to objectively justify its determination.

Where it is clear that the teacher meets the above criteria successfully, they will move up a point on the UPR.

Where it is clear that performance is exceptional when measured against the above criteria, and a teacher has met or exceeded their appraisal objectives, the Headteacher may use its flexibility to determine accelerated progression from the minimum to the maximum point on the UPR. Any decision to award accelerated progression will be objectively justified and recorded. For any consideration of accelerated progression, all teaching should be at the highest level as defined by Reach South/the school.

Where a teacher (who is eligible for pay progression) does not move up a point on the UPR. This would be due to the teacher not meeting the criteria to have been deemed successful in two consecutive appraisal reviews. This would occur where there are significant concerns which have been raised in writing and where support has been offered.

21. Safeguarding

Safeguarding will be carried out in accordance with the STPCD.

22. Overseas Trained Teachers

Teachers who trained and qualified in the European Economic Area (EEA) and Australia, Canada, New Zealand and the United States of America must apply to the teaching agency for the award of QTS. Once this has been awarded payments will be made in accordance with the ranges applicable to all qualified teachers.

Non EEA trained teachers (with the exceptions outlined above) will be paid on the Unqualified Teacher pay scales (see below).

23. Specialist Learning Advisors

This role has been devised by Reach South for specialists who bring qualifications, expertise, skills and experience in their own field (for example – Artist in residence). They do not hold QTS and they are not employed as class room teachers. They are not unqualified teachers, but rather, qualified experts who enrich the learning environment. The pay-scale for Specialist Learning Advisors can be found at Appendix 15

24. Unqualified Teachers

An unqualified teacher is either a trainee working towards QTS, an overseas trained teacher as set out above who has not exceeded the four years they are allowed without obtaining QTS, or an instructor providing a course which pre-existed their employment.

The Headteacher will appoint unqualified teachers to the Unqualified Teachers pay scale on a salary within the minimum and maximum points set out in the STPCD.

Reach South has determined that the unqualified teacher pay range should be a 6 point scale where the previous 6 unqualified scale points will be converted into reference points used to determine the level of pay. The pay-scale can be found at Appendix 15.

A newly appointed teacher to the unqualified teacher pay range may be appointed at any point determined by the Headteacher. This may be on a probationary basis subject to performance. The probationary period will be 6 months after which time a review will take place and the relevant pay band and pay point will be finalised. The finalised salary will be no lower than the initial salary on appointment.

Progression within both the Specialist Learning Advisor and Unqualified Teacher pay ranges will be based on a review of the member of staff's performance assessed through the annual appraisal review and against the relevant teacher standards and objectives. The Headteacher may award one incremental point progression for successfully met agreed appraisal objectives and relevant standards/career level descriptors based on the recommendation made by the appraiser. For exceptional performance demonstrated through the appraisal process they may award accelerated progression of 1 additional point. Where performance has not been demonstrated as being of the expected standard, the Headteacher may decide that there will be no pay progression that year. In this circumstance, the Specialist Learning Advisor or unqualified teacher's performance will be addressed through the Trust's appraisal and possibly capability procedure.

If a Specialist Learning Advisor or unqualified teacher is not happy with the decision, they may appeal it using the Trust's Appeal Policy and Procedure.

Specialist Learning Advisors and Unqualified teachers are not eligible for teaching and learning or special educational needs allowances.

An Unqualified Teacher who becomes Qualified

Upon obtaining QTS an unqualified teacher must be transferred to a salary within the main pay range of teachers. Where the teacher continues to be employed within Reach South (as they were before obtaining QTS) they must be paid a salary which is the same as, or higher than, the sum of salary paid as above (including any safeguarded sum payable) as the Headteacher considers appropriate.

A teacher who obtains QTS retrospectively must be paid a lump sum by the relevant body responsible for the payment of remuneration at the time when QTS was effectively obtained. This lump sum must 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 QTS was effectively obtained to the date when the lump sum is paid.

25. Allowances

25.1 Teaching and Learning Responsibility Payments (TLRs)

TLR payments will be awarded to the holders of the posts indicated as having these on the school staffing structure.

A TLR (1 or 2) payment is awarded to a teacher on the MPR or UPR for undertaking sustained additional responsibilities within the school staffing structure for the purpose of ensuring the continued delivery of high quality teaching and learning, which the teacher will be held accountable for and that are not required of all teachers. Classroom teachers will not be expected to undertake permanent extra responsibilities without payment of a TLR 1 or 2.

The award may be while a teacher remains in the same post or occupies another post in the absence of a post holder. Unqualified teachers may not be awarded TLRs. TLRs must:

- Be focused on teaching and learning;
- Require the exercise of a teacher's professional skills and judgement;
- Require the teacher to lead, manage and develop a subject or curriculum area or to lead and manage pupil development across the curriculum;
- Have an impact on the educational progress of pupils other than the teacher's assigned class/es or groups of pupils and involves leading, developing and enhancing the teaching practice of other staff.

The range prescribed within the STPCD and adopted by Reach South Trust Board, for determining TLR payments is outlined in Appendix 3.

A teacher may be awarded a TLR3 concurrently with either a TLR1 or TLR2. A teacher may not be hold a TLR1 and 2 concurrently.

TLR 1 will only be awarded where the post includes line management responsibility for a significant number of people (this would normally be more than 6, but will depend on the size of school).

The Headteacher may award a TLR 3 for one off externally driven projects or school improvement projects of clearly limited duration. The value of a TLR3 can be no less than £571 and no more than £2833. The duration of the fixed term must be established at the outset and payment will be calculated and paid monthly for the duration of the term. The term can not be any longer than 12 months.

There is no safeguarding of any fixed term TLR payment.

Before the introduction of a TLR3, the school would undertake discussion with local teacher representatives on their use.

Schools must ensure compliance with the Equalities Act as per DfE guidance outlined at Appendix 10, when awarding TLRs.

25.2 Special Educational Needs (SEN)

SEN payments will be awarded under the SEN allowance framework.

The relevant body must award a SEN allowance to a classroom teacher:

- In any SEN post that requires a mandatory SEN qualification;
- In a special school;
- For a teacher who teaches pupils in one or more designated special classes or units in the school;
- For a teacher who teaches in any non-designated setting (including any PRU) that is analogous to a designated special class or unit where the post:-
 - Involves a substantial element of working directly with children with special educational needs;
 - Requires the exercise of a teacher's professional skills and judgement in the teaching of children with special educational needs with a greater level of involvement than is the usual requirement for teachers throughout the school or unit within the school.
 - Has a greater level of involvement in the teaching of children with SEN than is the normal requirement of teachers throughout the school or unit within the school or, in the case of an unattached teacher, the unit or service.

Where an SEN allowance is to be paid, the Headteacher will determine the spot value for each post within the minimum and maximum set out in the STPCD for SEN Allowances, taking into account the structure of the school's SEN provision and the following factors:

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

25.3 Allowance Payable to Unqualified Teachers / Specialist Learning Advisors

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

Taken on a sustained additional responsibility which;

- 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 being undertaken.

25.4 Acting Allowances for Teaching Staff

A teacher who acts up to cover all the duties associated with a higher graded post or allowance than their own for a period of at least 4 weeks will be considered for the payment of an acting allowance.

The allowance will normally be the difference between the teacher's substantive salary and the appropriate point on the pay range of the higher level post. It will cover the entire period of acting up during which time the teacher will undertake the full range of duties and responsibilities of the post.

25.5 Performance Payments to Seconded Teachers

Where:

- A teacher is temporarily seconded to a post as Headteacher in a school causing concern which is not the teacher's normal place of work; and
- Where the relevant body considers that the teacher merits additional payment to reflect sustained high quality of performance throughout the secondment,

The relevant body may pay the teacher a lump sum accordingly. The total value of this additional payment and any annual salary and other payments paid to the teacher during the secondment must not exceed 25% above the maximum of the head teacher group for the school to which the teacher is seconded.

25.6 Out of School Learning Activities

The Headteacher may make discretionary payments to teachers who participate in out of school learning activities. Teachers' involvement is entirely voluntary. Payments will only be made for substantial and, where appropriate, regular commitment outside of a teacher's 1265 hours of directed time. No full or part time member of staff will be obliged to participate in out of school hour's activities above their contracted hours.

Part time teachers may be awarded an additional payment for participating in these learning activities where these are not part of their contracted hours.

Staff will be given separate written confirmation of this additional work.

The following list of out of school hour's activities that may be eligible for additional payment is not exhaustive but is illustrative of the type of activity this payment relates to:

- Homework clubs
- Breakfast clubs
- Saturday school
- Summer literacy/numeracy schools

Payment for continuing professional development at weekends and out of term time is discretionary and will be considered on a case by case basis by the Headteacher.

Any additional payments for CPD which takes place outside of the school day will be made by the Headteacher at their discretion. If awarded, these payments will be calculated as 1/195 of the teacher's annual gross salary.

Residential Duties

Any payment to teachers for residential duties must be determined by the relevant body.

25.7 Recruitment & Retention Incentive Benefits

Executive Headteachers, Headteachers, Heads of School, Deputy Headteachers and Assistant Headteachers may not be awarded recruitment incentive benefits other than reasonable reimbursements for relocation and housing. All other recruitment and retention considerations in relation to these roles, including non-monetary benefits, must be taken into account when determining the pay range. Where the relevant body pays a recruitment or retention incentive or benefit to a Headteacher, DHT, or AHT under a previous Pay Policy, subject to review it may continue to make that payment at its existing value until such time as the respective pay range is determined under this Policy.

25.8 Salary Sacrifice schemes

In accordance with the provisions set out in the STPCD, where the Trust operates a salary sacrifice scheme, the employee may participate in it and his/her gross salary shall be reduced accordingly.

25.9 Chartered London Teachers (CLTs)

In accordance with the recommendations from the School Teachers' Review Body in its 23rd Report (paragraph 3.37), registration for the Chartered London Teachers (CLT) scheme closed on 1 September 2014.

Teachers that were registered on or before this date will be required to make an application to their own school, within two years from this date (i.e. on or before 1 September 2016).

26. Monitoring the Impact of the Pay Policy

Reach South will monitor the outcomes and impact of this policy annually through the Executive, HR Committee and Remuneration Committee and discuss these with the trades unions at the school. This will be done in accordance with legislative changes, changes to the STPCD, and ensuring continuing compliance with equalities legislation.

The Trust-wide outcomes and impacts of the policy will also be discussed at Trust level with the trades unions.

Changes may need to be made to the policy, if this is the case, we will make them in consultation (at Trust level) with the recognised trade unions and professional associations.

The DfE Guidance on the Equalities Act (see Appendix 10) will be used for monitoring the impact of this policy.

Appendix 1 – Application to be paid on UPR

Name:	Job Title:
School:	Date of Application:
Current pay point:	Date of last application (if applicable):

Years covered by appraisal review statements:	
School/s covered by appraisal review statements:	
Summary of application to progress to UPR:	
<i>please ensure you detail with evidence the ways in which you meet the criteria set out in the STPCD and how those are defined in the Pay Policy (section 18) You will reference here evidence gathered and presented through the appraisal process.</i>	
<i>(continue on additional sheets if necessary)</i>	
Declaration	
I confirm that at the date of this application I meet the eligibility criteria and I submit the appraisal (and brief supporting evidence as appropriate).	
Signed (applicant):	Date:

Appendix 2 – Pay Progression Recommendation/Outcome Form

Name of member of staff:	
Appraiser:	
Date:	

Performance Management

Agreed appraisal objectives	Objective met	Progress toward objective	Objective not met	Objectives exceeded
1.				
2.				
3.				

Recommendation on Pay Progression

<i>This recommendation is made with regard to the results of the most recent appraisal/</i>		
I recommend salary progression of 1 point		
I don't not recommend salary progression for the following reasons		
I recommend accelerated salary progression of 2 points for the following reasons		
Appraisee	Signature	
	Date	
Appraiser	Signature	
	Date	
Headteacher (if not appraiser)	Signature	
	Date	

Appendix 3 – Reach South Payscales 2022 – 2023

Classroom Teachers	
Main Pay Range (MPS)	
Min M1	£28,000
M2	£29,514
M3	£31,427
M4	£33,508
M5	£35,621
Max M6	£38,810
Upper Pay Range (UPS)	
Min U1	£40,620
U2	£42,131
Max U3	£43,685

Teaching and Learning Responsibilities (TLRs)	
Payment 1 (TLR1)	
TLR1A	£8,706
TLR1B	£11,366
TLR1C	£14,732
Payment 2 (TLR2)	
TLR2A	£3,017
TLR2B	£4,592
TL2C	£7,368
Payment 3 (TLR) (Fixed Term)	
Min	£600
Max	£2,975

Special Educational Needs Allowances	
SEN (Min)	£2,384
SEN (Max)	£4,703

Unqualified Teachers	
Min 1	£19,340
2	£21,559
3	£23,776
4	£25,732
5	£27,953
Max 6	£30,172

Leadership Group Range	
L1	£44,305
L2	£45,414
L3	£46,546
L4	£47,705
L5	£48,893
L6	£50,121
L7	£51,469
L8	£52,657
L9	£53,972
L10	£55,357
L11	£56,796
L12	£58,103
L13	£59,555
L14	£61,041
L15	£62,560
L16	£64,222
L17	£65,699
L18	£67,350
L19	£69,019
L20	£70,732
L21	£72,482
L22	£73,966
L23	£76,120
L24	£78,008
L25	£79,947
L26	£81,924
L27	£83,956
L28	£86,037
L29	£88,167
L30	£90,363
L31	£92,594
L32	£94,897
L33	£97,255
L34	£99,658
L35	£102,135
L36	£104,664
L37	£107,267
L38	£109,921
L39	£112,599
L40	£115,410
L41	£118,292
L42	£121,256
L43	£123,057

Range for Headteachers			
Group	Range of Spine Points	Min	Max
1	L6 - L18	£50,121	£67,350
2	L8 - L21	£52,657	£72,482
3	L11 - L24	£56,796	£78,008
4	L14 - L27	£61,041	£83,956
5	L18 - L31	£67,350	£92,594
6	L21 - L35	£72,482	£102,135
7	L24 - L39	£78,008	£112,599
8	L28 - L43	£86,037	£123,057

Lead Practitioners Pay Range	
Min 1	£44,523
2	£45,636
3	£46,775
4	£47,940
5	£49,134
6	£50,367
7	£51,722
8	£52,916
9	£54,237
10	£55,630
11	£57,074
12	£58,389
13	£59,849
14	£61,341
15	£62,868
16	£64,538
17	£66,021
Max 18	£67,685