

Maiden Erlegh Trust
PAY POLICY 2023-24



MAIDEN ERLEGH
TRUST

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1. INTRODUCTION

This policy sets out the framework by which Maiden Erlegh Trust (“The Trust”) makes decisions regarding pay for all staff.

It has been developed to comply with current legislation.

The Trust has based its terms and conditions of employment for teachers on the Burgundy Book and the School Teachers’ Pay and Conditions Document (STPCD), as amended each year. These documents require the Trust to have a pay policy which sets out the basis on which the Trust and its schools determine teachers’ pay; the date by which they will determine the teachers’ annual pay review; and the procedures for determining appeals.

The Trust has based its terms and conditions of employment for support staff on the ‘Green Book’ and the nationally negotiated NJC pay points.

In adopting this policy, the aim is to:

- Support the recruitment and retention of a high-quality workforce,
- Enable the Trust to recognise and reward employees appropriately for their contribution to the Trust and its constituent academies,
- Ensure that decisions on pay are aligned with the principles of public life, namely accountability, transparency, and objectivity.

The Trust reserves the right to amend or vary this policy at any time, and all substantive amendments or variations *will be consulted on*.

All staff involved in recruitment and pay decisions are bound by the provisions of this pay policy.

EQUAL OPPORTUNITY

The Trust will apply this policy fairly and consistently to all employees regardless of gender, gender reassignment, race, religion or belief, ethnicity, national origin, age, marital status or civil partnership, disability, sexual orientation, pregnancy, or maternity, part-time or fixed-term status.

REVIEW AND MONITORING

The Trust will review this policy on an annual basis and will monitor outcomes in order to assess the effectiveness of this policy in supporting good performance and effective recruitment and retention, and to ensure the Trust’s continued compliance with equalities legislation.

This policy will comply with the Employment Rights Act 1996, Employment Relations Act 1999, the Part-time Workers (Prevention of Less Favourable Treatment) Regulations 2000 and the Fixed-Term Employees (Prevention of Less Favourable Treatment) Regulations 2002 and the Equalities Act 2010/2012.

EXECUTIVE PAY

Executive Pay refers to the following roles: Chief Executive Officer and Executive Director of Education. Pay decisions for these roles are taken by the Executive Pay Committee. Pay decisions take account of performance against the established leadership and professional standards, agreed objectives and outcomes achieved over the year, using a robust evidence-based assessment. They are covered by the Executive Pay Policy.

2. PAY REVIEWS

The Trust will ensure that all staff salaries are reviewed annually.

Incremental progression will be reviewed annually in line with the Trust's Staff Professional Development Framework.

For all staff, the annual Staff Professional Development Framework cycle runs from September to August, and pay determinations take effect from 1 September each year. All staff will receive an annual salary statement no later than 30 November each year, with any incremental progression paid retrospectively by November each year, (providing the annual update of the STPCD has been published and the prevailing NJC scales have been agreed).

Teaching staff will automatically receive the annual cost of living increase applicable to their respective pay point as at 31 August each year. This will be based on the published salary values in the relevant School Teachers' Pay and Conditions Document and is effective from 1 September each year. This will be paid to staff in the month following publication of the revised teacher pay scales and backdated to 1 September.

Support staff will automatically receive the annual cost of living increase applicable to their respective scale point as at 31 March each year. This will be based on the National Joint Council for Local Government Services annual agreement and is effective from 1 April each year. This will be paid to staff in the month following publication of the revised NJC pay scales and backdated to 1 April.

Reviews may take place at other times of the year to reflect any changes in circumstances or the job description that may lead to a change in the basis for calculating pay.

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

3. PAY DECISIONS

Staff can expect to progress, subject to available headroom, and provided they are not subject to formal or informal support to improve performance. Decisions are made with reference to performance in line with the Trust's Staff Professional Development Framework. Pay decisions are made as follows:

Who	Pay Decisions
Chief Executive Officer	Executive Pay Committee
Executive Director of Education	Executive Pay Committee
Executive Headteachers / Directors	Chief Executive Officer and Executive Director of Education
Headteachers	Executive Director of Education and Chair of SAB
Teaching Staff	Headteachers
Support Staff	Headteachers
Central Services Staff	Directors (in discussion with Line Manager)

The Pay Committee is responsible for ensuring that decisions regarding pay comply with this policy. The role and responsibility of the Pay Committee are subsumed into the Terms of Reference of the Audit and Risk Committee.

The Audit and Risk Committee will discharge its responsibilities effectively, ensuring its approach to pay is transparent, proportionate, and justifiable. The rate of any pay increase will be proportional and defensible relative to the public sector market. The rationale behind the decision-making process, including whether the level of pay reflects value for money will be recorded and retained.

The decision to award pay increments to Executive Headteachers, Directors and Headteachers will take account of performance outcomes against objectives set annually with reference to established leadership and professional standards.

Annually an anonymised summary report will be provided to the Audit & Risk Committee by the Director of HR setting out the recommended pay amendments, for their approval.

4. BASIC PAY DETERMINATION ON APPOINTMENT

Pay scales relating to sections 3 and 4 can be found in appendix 1.

TEACHING STAFF

The Headteacher will determine the pay range for a vacancy prior to advertising. On appointment, the Headteacher will determine the starting salary within that range to be offered to the successful candidate with decisions justified and evidenced to ensure fairness.

In determining the salary range for a vacant post, the following will apply:

- Nature of the post
- Key priorities of the school/Trust
- Level of qualifications, skills and experience required
- Market conditions

Classroom Teacher Posts

The Trust uses the advisory 6-point Main Pay Range and the advisory 3-point Upper Pay Range for classroom teacher posts as set out in the School Teachers' Pay and Conditions Document.

The Trust will generally apply the principle of pay portability in making pay determinations for all new appointees, as follows:

When determining the starting pay for a classroom teacher who has previously worked in a Local Authority maintained school, and academy in England and Wales, or in a teaching post overseas, the Trust will generally pay the teacher on the Main or Upper Pay Range at a scale point which at least maintains the teacher's previous pay entitlement plus any pay progression which they would have received had they remained in their previous post. Where an overseas teacher meets the requirements to be paid on either the Main or Upper Pay Range but does not have QTS/QTLS they will be paid on a spot salary linked to the Main or Upper Pay Range pay point.

Provided there has been no break or a gap of no more than one full year, the Trust will recognise a teacher's upper pay range status and spinal point already achieved, as awarded by another school, without requiring the teacher to reapply separately through the Trust's procedure. If,

however, there is a service gap of more than one full year, the teacher will be placed on MPR6 and will be required to apply for upper pay range status through the Trust's procedure.

Leading Practitioner Teacher Posts

The Trust has established an 18-point pay range using the minimum and maximum values set out in the STPCD, within which a 7-point Individual Salary Range (ISR) will be set based on the demands of the role.

Such posts may, in line with the Scheme of Delegation, be established for teachers whose primary purpose is modelling and leading improvement of teaching skills, where those duties fall outside the criteria for the TLR payment structure.

When determining the pay scales for such posts, the Trust will do this by reference to the weight of the responsibilities of the post and bearing in mind the need to ensure pay equality where posts are equally onerous and fair pay relativities between posts of differing levels of responsibility.

It is the Trust's policy to appoint any new Leading Practitioner teacher at the bottom point of the ISR unless a higher starting point can be justified.

Early Career Teachers (ECTs)

ECTs taking on their first teaching role on joining the Trust will start in post on 1 July and will be appointed to MPR1 to support the drive to attract and recruit from this group.

ECTs appointed to shortage subject roles will receive a recruitment and retention allowance of £1,500 per annum, pro rata if part time, for the two years of the ECT programme.

Unqualified Teachers

Teachers without QTS or QTLS or otherwise not qualified for the setting/student age range will be placed on the pay range for unqualified teachers. This does not apply to teachers who have been recruited from overseas who would not necessarily have QTS or QTLS but nonetheless are qualified by virtue of experience or home nation qualifications.

The Trust has established a six-point pay scale using the minimum and maximum values as set out in the STPCD.

Leadership Teacher Posts

The pay ranges for the posts on the Leadership range will be determined in accordance with the criteria specified in the STPCD and ensuring fair pay relativities. The posts to which this applies are as follows:

- Executive Headteacher
- Headteacher
- Deputy Headteacher
- Assistant Headteacher

Director

The role of Director is a Trust senior leadership role with accountability for organisational performance measures and operational delivery across the Trust. As a result, the Trust have established a 9-point pay range, equivalent to L22 – L30 on the Leadership scale for Directors and responsibility for determining Director pay lies with the Chief Executive Officer and Executive Director of Education.

Executive Headteacher

Where the Trust appoints to the role Executive Headteacher, the pay range will be determined by the combined Unit Score in accordance with provisions set out in the STPCD. The combined Unit Score will determine the Headteacher Group and associated pay range as outlined below.

Headteacher

Headteacher pay ranges are determined by reference to the STPCD and schools Headteacher Group.

The Trust have established the following 7-point pay ranges for each Headteacher Group as determined by the prevailing STPCD.

	Group 1	Group 2	Group 3	Group 4	Group 5	Group 6	Group 7	Group 8
Lower	L12	L15	L18	L21	L25	L29	L33	L37
Upper	L18	L21	L24	L27	L31	L35	L39	L43

Responsibility for determining Headteacher pay lies with the Executive Director of Education and Chair of SAB.

Senior Leadership Roles

The Trust will pay teachers as deputy or assistant headteachers only where the Trust is satisfied that, in the context of the teacher's duties, the role includes a significant responsibility that is not required of all classroom teachers or TLR holders, and that the role:

- is focused on teaching and learning
- requires the exercise of a teacher's professional skills and judgement
- requires the teacher to lead and manage the school through:
 - development of teaching and learning priorities across the school
 - accountability for the standards of achievement and behaviour of pupils across the school
 - accountability for the planning and deployment of the school's resources
 - leading policy development and implementation across the school in accordance with statutory provisions
 - managing whole school operational activity
 - working with external bodies and agencies; and
 - securing pupils' access to their educational entitlements
- has an impact on the educational progress of the school's pupils
- involves leading, developing and enhancing the teaching practice of the school's staff; and
- includes line management responsibility for a significant number of people and/or the line management of other line managers.

In the case of a Deputy Headteacher post, the Trust must also be satisfied that this significant responsibility features a job weight which exceeds that expected of a Assistant Headteacher

employed in the same school, including responsibility for discharging in full the responsibilities of the Headteacher in their absence.

Deputy Headteacher

Deputy Headteacher pay ranges are determined by reference to the Headteacher Pay Range. The Trust have established the following 5-point pay ranges for each Deputy Headteacher Group. Responsibility for determining Deputy Headteacher pay lies with the Headteacher.

	Group 1	Group 2	Group 3	Group 4	Group 5	Group 6	Group 7	Group 8
Lower	L6	L9	L11	L13	L15	L17	L19	L21
Upper	L10	L13	L15	L17	L19	L21	L23	L25

Assistant Headteacher

Assistant Headteacher pay ranges are determined by reference to the Headteacher Pay Range. The Trust have established the following 5-point pay ranges for each Assistant Headteacher Group. Responsibility for determining Assistant Headteacher pay lies with the Headteacher.

	Group 1	Group 2	Group 3	Group 4	Group 5	Group 6	Group 7	Group 8
Lower	L1	L3	L5	L7	L9	L11	L13	L15
Upper	L5	L7	L9	L11	L13	L15	L17	L19

The Trust will normally appoint new leadership teachers at the bottom point of the relevant pay range.

SUPPORT STAFF

Support staff shall be appointed on appropriate salary grades for posts, based on the job description prepared by the appropriate person and with regard to the Trust's Job Evaluation Scheme.

The Trust currently determines pay scales for support staff in accordance with the national rates and conditions agreed by the NJC for Local Government Services ('Green Book').

For newly appointed support staff, appointment will normally be on the first point of the pay range for the grade. In exceptional circumstances, however, the appointment can be made on any of the points within the available grade range provided it can be justified and evidenced to ensure fairness, for example to recognise particular expertise and/or qualifications necessary in the post. These decisions will require the approval of the Director of HR.

In determining the specific starting salary for a successful applicant, the line manager will base the decision on the evidence collected through the selection process, including references.

THERAPIST STAFF

The Trust has established a pay range for staff employed as therapists, who hold or are working towards a recognised qualification in a therapeutic discipline and are registered with the appropriate Royal College.

The pay range values are linked to the relevant NHS Pay Band for Therapy Assistant (NHS Band 3), Therapist (NHS Band 5) and Lead Therapist (NHS Band 6) and will mirror the NHS pay settlements as agreed from time to time.

For newly appointed therapy staff, appointment will normally be on the first point of the pay range for the grade. In exceptional circumstances, however, the appointment can be made on any of the points within the available grade range provided it can be justified and evidenced to ensure fairness, for example to recognise particular expertise and/or qualifications necessary in the post. These decisions will require the approval of the Director of HR.

In determining the specific starting salary for a successful applicant, the line manager will base the decision on the evidence collected through the selection process, including references.

DISCRETIONARY ALLOWANCES AND PAYMENTS

Teaching & Learning Responsibility Payments (TLRs)

The Trust pays TLR 1 and TLR 2 payments to teachers in accordance with the provisions specified in the STPCD as updated from time to time.

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

- Before awarding any TLR 1 or TLR 2 payment, the Trust must be satisfied that the teacher's duties include a significant and sustained 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.

Before awarding a TLR 1 payment, the Trust must be satisfied that **in addition to** the significant responsibility referred to above the teacher must have responsibility for line management for a significant number of people.

Teachers will not be required to undertake permanent additional responsibilities as set out above without payment of an appropriate permanent TLR 1 or TLR 2 payment. A teacher cannot hold two TLR1 allowances, or two TLR2 allowances, or a TLR1 and a TLR2 concurrently.

In general, TLR1 and TLR2 allowances will be paid pro rata to match the working time of the teacher, unless there is a justifiable reason to pay more or less of the allowance.

Where a part time teacher is to be paid a TLR value higher than their FTE, the threshold is at 0.8 FTE – a 0.8 or above teacher can hold 1.0 TLR. Part time teachers below 0.8 can share a TLR which between them will never exceed the full-time equivalent value of the TLR.

Where a portion of a TLR is to be paid, whether or not the TLR duties will be shared with another teacher, there must be clearly defined parameters to the duties and time spent, and any shared TLR will never exceed the full-time equivalent value of the TLR.

TLR3 Payments

The duration of a TLR3 payment must be established at the outset. These must be for clearly time-limited school improvement projects or one-off externally driven responsibilities. There should be clear criteria for the award, level, and duration of these payments.

Before making any TLR 3 payment, the Trust must ensure that the responsibilities meet a, b and d of the above TLR criteria; that they are being awarded for clearly time limited school improvement projects or externally driven responsibilities; there is a genuine development or

operational need; and that the responsibilities are not a permanent or structural requirement which should instead be rewarded by means of a permanent TLR payment.

Where the Trust wishes to make TLR 3 payments, the proposed responsibilities, level of payment (within the published range) and the duration of payment will be set out clearly in writing to the teacher.

TLR 3 payments will not be used to replace or otherwise limit teachers' pay progression on the Main, Upper or Leading Practitioner Pay Ranges. A teacher may hold a TLR 3 alongside a TLR 1 or TLR 2 allowance.

TLR3 allowances are not intended to be awarded consecutively for the same responsibilities. Where it is deemed necessary to do so, following assessment of the responsibilities to be performed and the most effective way to reward them, the opportunity should be opened to teachers to express an interest.

Special Educational Needs (SEN) allowances

The Trust will award SEN allowances in accordance with the criteria and provisions set out in the prevailing STPCD.

SEN allowances are awarded to qualified teaching staff where they are employed to work in a Special School or are employed specifically to work in a SEN Resource Base/Unit within a mainstream school.

SEN1, the lowest value of the published range – for classroom teachers working with SEND pupils in a Special School or SEN Resource Base/Unit established within a mainstream school, or in any non-designated setting that is analogous to a designated special class or unit, where the post:

- involves a substantial element of working directly with children with SEN;
- requires the exercise of a teacher's professional skills and judgement in the teaching of children with SEN; and
- 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.

SEN2, the highest value of the published range – will be awarded where the teacher meets the criteria of SEN 1 and, in addition, holds a relevant postgraduate diploma level qualification in an area of SEND, or has overarching responsibility for SEN provision in their setting that is not covered by a TLR.

A SEN allowance will be paid to all support staff working in a Special School or who are permanently assigned to a Resource Base/Unit established in a mainstream school. The allowance is £1,500 per annum full time equivalent, pro-rated for term time only and other part time working patterns.

Acting Allowances

Where any teacher is required to act as a member of the Senior Leadership Team of a school within the Trust, for a period in excess of four weeks, they will receive an additional allowance in order that the total pay received is within the established pay band of the substantive postholder.

Payments will be backdated to the day on which 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.

OTHER PAYMENTS

Recruitment and Retention Incentives

The Trust will, only in exceptional circumstances, consider the award of a recruitment or retention allowance for posts where the Trust anticipates or encounters recruitment and/or retention difficulties. This applies only to Classroom Teacher posts on the Main or Upper Pay Range, unqualified teachers on the unqualified pay range in hard to fill roles/subjects, or hard to fill support staff roles.

In determining whether a post will be eligible for a recruitment or retention allowance the Trust will take account of the following factors:

- Whether the post is in a recognised shortage subject area
- Whether the post has had to be re-advertised due to insufficient quantity and/or quality of applicants
- Whether previous recruitment to posts of a similar nature has proven difficult
- Whether there has been a high rate of staff turnover
- Any other relevant circumstance that the Trust believes is having a detrimental impact on the recruitment and retention of staff.

Where such an incentive or benefit is awarded, the Trust will determine:

- Whether the award is for recruitment or retention
- The nature of the award (e.g., cash sums, travel, housing costs, etc.) and its value
- When/how it will be paid
- The start date and expected duration of the award (being subject to a maximum of 3 years)
- The review date after which the award may be withdrawn

In any event, the gross monetary value of any recruitment or retention incentive **will not** exceed 10% of the gross annual salary of the post (excluding any other additional allowances or payments).

All recruitment and retention payments are limited to a maximum of 3 years and will be reviewed annually or at intervals determined by the Trust for the individual circumstances. The value of the allowance may be reduced over the period of payment.

See page 6 for specific arrangements for some ECTs.

Payments for Out of Hours Learning Activities

Qualified teachers who agree to provide learning activities outside of normal school hours and whose salary range does not take account of such activity may be entitled to an additional payment.

Additional payments will be made at an hourly rate with reference to each teacher's actual pay spine position, calculated as 1/1265th of the annual gross salary of the teacher.

Payment for Initial Teacher Training Activities

The Trust has decided not to exercise its discretion to make payments to teachers with regard to the provision of initial teacher training. Mentors will be allocated appropriate time off timetable to enable them to fulfil the duties and requirements of the role.

Payments for Continuing Professional Development

The Trust have decided not to exercise its discretion to make payments to teachers in relation to continuing professional development activities outside of normal school hours.

Payments for the provision of Services to other Schools

Where the Trust determines that members of staff should be paid for additional responsibilities or activities due to, or in respect of, the provision of services by the member of staff relating to the raising of educational standards to one or more additional schools, the rate of pay for such activities will be determined through the Maiden Erlegh Institute terms and conditions.

Allowances for Unqualified Teachers

Unqualified teachers are not permitted to hold TLR's. The Trust has the discretion to award an allowance to an unqualified teacher for either sustained additional responsibility which is focused on teaching and learning and requires the exercise of the teacher's professional skills and judgement, or for qualifications or experience that bring added value to the role. These will be determined on a case-by-case basis by the Headteacher.

Honoraria

The Trust will not pay any honoraria to any member of the teaching staff for carrying out their professional duties as a teacher, recognising that there is no provision within the STPCD for the payment of bonuses or honoraria in any circumstances.

Support Staff may be paid an honorarium of up to £2,000 per year (full time equivalent) to compensate for additional responsibility that does not fall within the purview of their job description, nor is covered by any other allowance provided for within this policy. Any honorarium will be calculated with reference to the grade of the additional duties and the proportion of time spent on them. It is not possible for a member of support staff to hold more than one honorarium. Honoraria must be awarded for no more than one year's duration, reviewed annually, and if it is to be continued the justification for doing so is documented.

SOULBURY PAY SCALE

The Soulbury Committee terms and conditions are in place in one school due to the school transferring to the Trust. The Trust will not employ new members of staff on Soulbury Committee terms and conditions other than where a legal obligation exists under the Transfer of Undertakings (Protection of Employment) Regulations 2006.

SAFEGUARDING

The Trust will operate salary safeguarding arrangements for teachers in line with the provisions of the STPCD.

IRREGULAR WORKING PATTERNS

Workers paid under any of the following methods working throughout a consecutive period of 12 months will not be paid any more in respect of that period than they would have if they had been in regular employment throughout the period.

Short Notice/Supply Teachers

Teachers called to work 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.

Teachers who are employed to teach for the full pupil day will be paid at a daily rate of 1/195th of the annual pay they would receive if engaged on a regular contract.

Teachers who work less than a full day will be hourly paid and will also have their salary calculated as an annual amount that will then be divided by 1265 to derive an hourly rate.

Casual support workers will be paid an hourly rate calculated from the annual salary using a 37-hour working week and 52.143 weeks calculation.

Casual Worker Pay

Casual workers are engaged to work occasionally to provide cover, for example to cover sickness absence. Pay will be the hourly rate calculated from the salary value of the bottom spinal point of the grade for the role being covered. Such work is not subject to performance management or pay progression.

Zero Hours Employee Pay

Zero hours contracts are used where the Trust would wish to establish an employment relationship. Pay will be the hourly rate calculated from the salary value of the bottom spinal point of the grade for the role being covered. Such work is not subject to performance management or pay progression.

Additional Hours

Where a part time class teacher works additional hours, this will be paid at the hourly rate described above and must be agreed in advance with the appropriate manager.

For support staff, a part time employee working additional hours that do not take them over the full-time equivalent will be paid at the flat rate. Overtime for any member of support staff that is additional to full time equivalent hours will be paid at flat rate. All additional hours and overtime must be agreed in advance by the appropriate manager.

Only support staff on grades one to six inclusive can claim overtime. Staff on higher grades are expected to work occasional extra hours if needed as part of their more senior roles and duties.

In all cases for support staff, additional pay can only be claimed where the working pattern or duties that might be claimed for have not been accounted for in the evaluation of the grade for the role.

5. PAY PROGRESSION

All staff can expect to have periods of maternity/paternity leave, family leave, or absence related to a disability, disregarded when pay progression decisions are made. Performance management goals will be set according to the specific needs of the employee and their school, and a flexible approach to when and how reviews can be completed will be taken. No member of staff will be denied incremental progression due to maternity leave, family leave, or absence due to a disability.

TEACHING STAFF PAY PROGRESSION

Teachers can expect to progress incrementally if they have headroom on their pay grade, and provided they are not subject to formal or informal support to improve performance. Whilst performance is not directly linked to pay for most teachers the Trust Staff Professional Development Framework sets out the annual cycle of professional development activities and review.

Decisions regarding pay progression will be assured by annual monitoring of the application of the pay policy and pay decisions.

Pay recommendations will be made to the Audit and Risk Committee who will make the final decision. Incremental progression is effective from 1 September until the maximum of the applicable pay range is reached.

Where the post holder is at the maximum of their salary range, only cost of living increases will apply, which will take effect 1st September annually.

The rate of pay progression is limited to a maximum of one spinal point on the relevant pay scale.

Classroom Teachers on the Main Pay Range

Classroom teachers can expect to progress incrementally if they have headroom on the pay range, provided they are not subject to formal or informal support to improve performance. This must have been raised in writing with the teacher during the academic year, and there has not been sufficient improvement through support provided by the school by the conclusion of that process.

ECTs will be awarded pay progression on the successful completion of their first year of induction.

Classroom Teachers on the Upper Pay Range

Classroom teachers may apply for progression on the Upper Pay Range unless significant concerns about standards of performance have been raised in writing with the teacher during the academic year, and there has not been sufficient improvement through support provided by the school by the conclusion of that process.

Progression is subject to a rigorous assessment of substantial and sustained performance using evidence of having met the goals and responsibilities of the role, and the capacity to meet the responsibilities of progression to the next level.

Leading Practitioner Teachers

Leading Practitioner teachers will be awarded pay progression on their pay scales unless significant concerns about standards of performance have been raised in writing with the teacher

during the academic year, and there has not been sufficient improvement through support provided by the school by the conclusion of that process.

Unqualified Classroom Teachers

Unqualified classroom teachers will be awarded pay progression on their pay scale unless significant concerns about standards of performance have been raised in writing with the teacher during the academic year, and there has not been sufficient improvement through support provided by the school by the conclusion of that process.

Leadership Teachers

Leadership teachers will be awarded pay progression on their pay scale unless significant concerns about standards of performance have been raised in writing with the teacher during the academic year, and there has not been sufficient improvement through support provided by the school by the conclusion of that process.

SUPPORT STAFF PAY PROGRESSION

Support staff can expect to progress incrementally if they have headroom on their pay grade, and provided they are not subject to formal or informal support to improve performance. Whilst performance is not directly linked to pay for most support staff the Trust Support Staff Performance and Development Framework sets out the annual cycle of professional development activities and review.

Support staff will be awarded pay progression on their pay scale unless significant concerns about standards of performance have been raised in writing with the employee during the academic year, and there has not been sufficient improvement through support provided by the school by the conclusion of that process.

Decisions regarding pay progression will be assured by annual monitoring of the application of the pay policy and pay decisions.

Incremental progression is effective from 1 September until the maximum of the applicable pay range is reached.

Where the post holder is at the maximum of their salary range, only cost of living increases will apply, which will take effect 1st April annually.

The rate of pay progression is limited to a maximum of one spinal point on the relevant pay scale.

Withheld Increments

For all teaching and support staff, increments may be withheld when performance has been deemed to be unsatisfactory, and this is supported by the performance management process, or other informal or formal procedures such as performance capability or disciplinary. In all such cases the affected employee will be aware of the concerns and the possible consequences.

TEACHER MOVEMENT TO THE UPPER PAY RANGE

Applications and Evidence

Any qualified teacher may apply to be paid on the Upper Pay Range. All applications must be assessed in line with this policy. It is the responsibility of the teacher to decide whether or not they wish to apply to be paid on the Upper Pay Range. Any teacher considering applying may

wish to speak to their line manager as part of wider career planning to ensure opportunities to gather experience and evidence are provided.

Any teacher planning towards making an application to move to the Upper Pay Range should be discussing opportunities to gain the relevant experience with their line manager. Working towards the Upper Pay Range responsibilities is a self-led plan, and applications should be initiated by the teacher. UPR applications are separate from the Teacher Professional Growth Framework, however the framework can be used to set goals, access CPD and gather evidence to support an application.

Managers and Headteachers also have a responsibility to remind staff that they should think about their career progression and flag updates and processes for applications.

Applications may be made once a year by 30 June. Where teachers wish to be assessed, they should notify their line manager in writing.

If a teacher is simultaneously employed at another school, the Trust will not be bound by any pay decision made by that school.

Assessment

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

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

For the purposes of this pay policy, the Trust will be satisfied that the teacher has met the expectations for progression to the Upper Pay Range where the Upper Pay Range criteria (see Appendix 3) have been consistently met as evidenced over no more than two review years.

In making its decision, the Trust will have regard to the most recent year's evidence or, at most, the two most recent years. Where significant concerns about standards of performance have been raised in writing with the teacher during the annual performance management cycle, and there has not been sufficient improvement through support provided by the school by the conclusion of that process.

The initial assessment will be made by the line manager who will, in assessing against the criteria above, ensure that the contribution of a part-time teacher is considered equitably bearing in mind their working hours. A recommendation will then be put to the Headteacher who will review all applications at that time to ensure consistency of approach across line managers. The ultimate decision for progression lies with the Audit and Risk Committee who will consider the recommendations alongside an assessment of affordability.

Notification and Feedback

The line manager will provide written feedback to the teacher after the Audit and Risk Committee meeting usually held in November.

Feedback for unsuccessful teachers will have a developmental focus, stating specifically which UPR criteria were met, and which were not met, and confirming the right to appeal. Any appeal against a decision not to move the teacher onto the upper pay range will be heard under the Trust's pay appeals procedure contained in this Pay Policy.

Pay Progression for Successful Applicants

Successful applicants will be moved onto the Upper Pay Range with effect from 1 September of the calendar year they applied. It is the Trust's policy to place teachers who have successfully applied to access the Upper Pay Range on the minimum of the range.

PART-TIME STAFF

Staff employed on an ongoing basis at the school and who work less than a full working week or less than a full working year are deemed to be part-time.

The Trust will give part time teachers a written statement detailing their working time obligations and the standard mechanism used to determine their pay, subject to the provisions of the statutory pay and working time arrangements and by comparison with the school's timetabled teaching week for a full-time teacher in an equivalent post. Any additional hours worked by agreement from time to time in the same role will be paid at the same rate.

TLR1 and TLR2 allowances are paid on a pro rata basis for part time staff at the same proportion as the teacher's part time contract. Any TLR3 payment is not pro rata.

Part time support staff will have their part time hours, working weeks and pro rata salary confirmed as part of the pay progression notification.

6. PAY APPEALS

ALL STAFF

In the event of any employee seeking reconsideration of a pay decision they should follow the three-step process set out below.

Step one – the employee should first seek to resolve the matter informally through discussion with the decision-maker (usually their line manager or Headteacher) within 10 working days of the notification of the decision.

Step two - where this is not possible, or the matter is still unresolved, the employee may put their concerns in writing to the initial decision maker within 10 working days of the original decision, or the outcome of the informal discussion, to request a formal review. The table below indicates who will conduct formal reviews.

The Formal Review Panel should convene a hearing providing 10 working days to consider the employee's concerns and afford the opportunity for them to make representations in person, accompanied by a trade union representative or work colleague if desired. The employee should be informed, in writing, of the outcome of the meeting within 5 working days and notified of the right of appeal, where applicable.

Step three - if the employee wishes to appeal against the decision of the Formal Review Panel, they should make a Formal Appeal in writing within 10 working days of the written notification of the panel's decision, setting out the grounds for appeal. Any appeal against the decision of the Formal Review Panel should be heard by a panel of the Audit and Risk Committee, who were not part of the original pay decision. The appeal hearing should normally be held within 20 working days of the date of the written appeal notification, giving the employee at least 10 working days' notice of the date of the appeal.

Who	Informal review	Formal Review Panel
Chief Executive Officer	Trust Board	Members
Executive Director of Education	Chief Executive Officer and Chair of the Board	Panel of Trustees
Executive Headteachers / Directors	Chief Executive Officer	Panel of Trustees
Headteachers	Executive Director of Education	Chief Executive Officer plus two Trustees
Teaching Staff	Headteachers	
Support Staff	Headteachers	
Central Services staff (inc Therapists)	Directors	

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

- Incorrectly applied a provision of the pay policy or Staff Professional Development Framework,
- Incorrectly applied any provision of the STPCD (teachers),
- Failed to have proper regard for relevant statutory guidance,
- Failed to take proper account of relevant evidence,
- Took account of irrelevant or inaccurate evidence,
- Was biased,
- Otherwise unlawfully discriminated against the employee.

The appellant also has the right to see all relevant papers and to be accompanied by a trade union representative or a work colleague.

If the appellant wishes to submit any written evidence as part of their appeal, then they must do so at least 5 working days prior to the appeal hearing.

An agenda for a formal review panel hearing or formal appeal hearing a pay appeal is included at appendix 2.

At either the formal review stage or the appeal stage, the panel can decide to invite the decision maker at the previous stage to attend to explain their decision.

This procedure fulfils the function of the grievance procedure and therefore pay decisions cannot be initiated or reopened under the general grievance procedure. The decision reached by the formal appeal panel is final.

7. TUPE

The Trust will seek to harmonise pay and conditions for all staff members joining the Trust through the Transfer of Undertaking Protection of Employment (TUPE) route. Any measure(s) the Trust plans to take will be outlined in writing and will undergo a full consultation with the potentially affected staff body.

Where an employee transfers into the Trust with enhanced terms of employment when compared to Trust terms, those enhanced terms will continue to apply.

8. POLICY REVIEW

This policy will be formally reviewed and adopted by the Trust annually following the publication of the School Teachers' Pay & Conditions Document. Appendices may be amended during the year to apply changes to the NJC Scale Points when published.

APPENDIX 1 – PAY SCALES

Pay Structure

The Trust recognises the minimum and maximum of the established pay ranges as outlined in the School Teachers' Pay and Conditions Document (STPCD). Applicable from 1 September 2023:

Classroom Teachers

Pay Point	E&W (Exc. London)	Fringe
MET-MPR1	£30,000	£31,350
MET-MPR2	£31,737	£33,150
MET-MPR3	£33,814	£35,204
MET-MPR4	£36,051	£37,436
MET-MPR5	£38,330	£39,687
MET-MPR6	£41,333	£42,689
MET-UPR1	£43,266	£44,579
MET-UPR2	£44,870	£46,179
MET-UPR3	£46,525	£47,839

Teaching and Learning Responsibility

TLR Band	TLR Value
TLR 1a	£9,272
TLR 1b	£12,481
TLR 1c	£15,690
TLR 2a	£3,214
TLR 2b	£5,531
TLR 2c	£7,847
TLR 3	£639 - £3,169

SEN Allowance (Teachers)

SEN Band	SEN Value
MET-SEN1 Min	£2,539
MET-SEN2 Max	£5,009

SEN Allowance (Support Staff)

SEN Band	SEN Value
MET-SS-SEN	£1,500

Leading Practitioner

LP Point	E&W (Exc. London)	Fringe
MET-LP1	£47,417	£48,723
MET-LP2	£48,869	£50,174
MET-LP3	£50,320	£51,625
MET-LP4	£51,771	£53,076
MET-LP5	£53,222	£54,527
MET-LP6	£54,673	£55,978
MET-LP7	£56,124	£57,429
MET-LP8	£57,575	£58,880
MET-LP9	£59,026	£60,331
MET-LP10	£60,477	£61,782
MET-LP11	£61,928	£63,233
MET-LP12	£63,379	£64,685
MET-LP13	£64,830	£66,136
MET-LP14	£66,281	£67,587
MET-LP15	£67,732	£69,038
MET-LP16	£69,183	£70,489
MET-LP17	£70,634	£71,940
MET-LP18	£72,085	£73,393

LP Band 1	LP1 – LP7
LP Band 2	LP5 – LP11
LP Band 3	LP11 – LP15
LP Band 4	LP14 – LP18

Unqualified Teacher

UNQ Band	E&W (Exc. London)	Fringe
MET-UNQ1	£20,598	£21,933
MET-UNQ2	£22,961	£24,293
MET-UNQ3	£25,323	£26,656
MET-UNQ4	£27,406	£28,738
MET-UNQ5	£29,772	£31,102
MET-UNQ6	£32,134	£33,464

Leadership

Leadership Spine	E&W (Exc. London)	Fringe Area
1	£47,185	£48,484
2	£48,366	£49,668
3	£49,574	£50,876
4	£50,807	£52,116
5	£52,074	£53,383
6	£53,380	£54,685
7	£54,816	£56,126
8	£56,082	£57,383
9	£57,482	£58,785
10	£58,959	£60,261
11	£60,488	£61,789
12	£61,882	£63,189
13	£63,430	£64,737
14	£65,010	£66,316
15	£66,628	£67,928
16	£68,400	£69,705
17	£69,970	£71,285
18	£71,729	£73,034
19	£73,509	£74,811
20	£75,331	£76,641
21	£77,195	£78,507
22	£79,112	£80,419
23	£81,070	£82,373
24	£83,081	£84,391
25	£85,146	£86,450
26	£87,253	£88,561
27	£89,414	£90,718
28	£91,633	£92,933
29	£93,902	£95,207
30	£96,239	£97,536
31	£98,616	£99,924
32	£101,067	£102,376
33	£103,578	£104,887
34	£106,138	£107,446
35	£108,776	£110,085
36	£111,470	£112,774
37	£114,240	£115,547
38	£117,067	£118,373
39	£119,921	£121,222
40	£122,912	£124,223
41	£125,983	£127,289
42	£129,140	£130,448
43	£131,056	£132,352

Director Scale

Director Scale	<i>L Spine equivalent</i>	Salary
1	<i>L22</i>	£79,111
2	<i>L23</i>	£81,070
3	<i>L24</i>	£83,080
4	<i>L25</i>	£85,145
5	<i>L26</i>	£87,251
6	<i>L27</i>	£89,413
7	<i>L28</i>	£91,632
8	<i>L29</i>	£93,901
9	<i>L30</i>	£96,238

NJC Scales – applicable from 1 April 2023

Grade	SCP	Annual from 1 April 2023		Grade	SCP	Annual from 1 April 2023
1	2	£22,366			30	£38,223
				8	31	£39,186
2	3	£22,737			32	£40,221
	4	£23,114			33	£41,418
3	5	£23,500			34	£42,403
	6	£23,893			35	£43,421
	7	£24,294		9	36	£44,428
	8	£24,702			37	£45,441
4	9	£25,119			38	£46,464
	10	£25,545			39	£47,420
	11	£25,979			40	£48,475
	12	£26,421			41	£49,498
	13	£26,873		10	42	£50,512
5	14	£27,334			43	£51,515
	15	£27,803			44	£52,577
	16	£28,282			45	£53,632
	17	£28,770			46	£54,706
	18	£29,269			47	£55,785
	19	£29,777		11	48	£56,855
6	20	£30,296			49	£57,922
	21	£30,825			50	£58,992
	22	£31,364			51	£60,064
	23	£32,076			52	£61,140
	24	£33,024				
	25	£33,945				
7	26	£34,834				
	27	£35,745				
	28	£36,648				
	29	£37,336				

NJC Outer Fringe Area Allowance = £689 per annum (April 2023)

Therapist Scales

Therapists will be employed on 200 working day per year contracts, equivalent to term time only plus 10 days. The salary listed below is the actual salary a practitioner will earn for a 200 working day per annum contract and it's equivalent NHS Banding and MET scale point.

Role	MET SCP	Salary
Therapy Assistant (NHS Band 3)		
Therapy Assistant 1	12	£23,119
Therapy Assistant 2	14	£23,917
Therapy Assistant 3	16	£24,747
Therapist (NHS Band 5)		
Therapist 1	23	£28,420
Therapist 2	25	£30,075
Therapist 3	27	£31,670
Therapist 4	30	£34,172
Lead Therapist (NHS Band 6)		
Lead Therapist 1	32	£35,957
Lead Therapist 2	34	£37,908
Lead Therapist 3	36	£39,719
Lead Therapist 4	38	£41,539
Lead Therapist 5	40	£43,336

APPENDIX 2 - AGENDA FOR PAY APPEAL HEARING

Maiden Erlegh Trust

(DATE)

(TIME)

1. Introduction of all those present.
2. The appellant and/or their representative to present their reasons for appeal with any supporting evidence and calling witnesses* if applicable.
3. The representative of the formal review stage /head teacher to ask questions of the appellant and witnesses* if applicable.
4. The Appeal Panel to ask questions of the appellant and witnesses* if applicable.
5. The representative of the formal review stage/head teacher to respond to the appellant's appeal and calling witnesses* if applicable.
6. The appellant and/or their representative to ask questions of the representative of the formal review stage/head teacher.
7. The Appeal Panel to ask questions of the representative of the formal review stage/head teacher.
8. The appellant and/or their representative to summarise.
9. The representative of the formal review stage/head teacher to summarise.
10. Hearing to be adjourned whilst all parties, except the Appeals Panel, their adviser and the Clerk, leave the room.
11. The parties will be recalled and if the Appeals Panel has reached a decision this will be confirmed.

*Where witnesses are called it is usually advisable that they are called in one at a time. They should be questioned by the other party and the panel, if necessary, before being asked to leave and the next witness called in.

APPENDIX 3 – MOVEMENT TO UPPER PAY RANGE

Any teacher who has a good grounding in teaching and pastoral practice and the consistent demonstration of professional standards, and experience of a broadened range of responsibilities undertaken is encouraged to consider an application to move to the Upper Pay Range. Any application will be considered on its merits. All applications will be assessed against the criteria set out below and in accordance with the requirements of the School Teachers' Pay and Conditions Document.

Applications must be made in writing by 30 June with the pay award from successful applications applied from 1 September in the same calendar year.

An application from a qualified teacher will be successful where the Trustees are satisfied that:

- a) The teacher is **highly competent** in all elements of the Teachers' Standards; and
- b) The teacher's achievements and contribution to the Trust are **substantial** and **sustained**.

The Trust interprets highly competent to typically mean:

- the teacher usually has at least 4 years teaching experience with QTS.
- the teacher's professional practice is consistently effective and well-informed, based on up-to-date reputable evidence.
- classroom/professional practice is at least consistently effective with a significant proportion of highly effective practice (including pastoral teaching).
- the teacher is able to evaluate learning and teaching accurately and effectively (in accordance with the Trust's Continuous Improvement Strategy).
- the teacher models best practice (e.g., in lessons through an open-door policy and in their conduct and approach around school).
- competence is of the level whereby the teacher might be able to design and lead CPD sessions and programmes.
- competence is of the level whereby the teacher is able to contribute to the professional development of others through coaching and/or mentoring, with evidence of impact.
- professional collaboration is of the level whereby their participation in, and contribution to meetings and professional development are constructive, collaborative and solution-focused, in the best interests of the pupils/students, the school and the Trust.

The Trust interprets Substantial and Sustained to mean:

- the teacher makes a demonstrable impact on the depth of learning and quality of sustained progress of pupils/students in their care.
- the teacher makes a demonstrable contribution to the closing of pupil/student attainment gaps.
- the teacher contributes to mentoring of individuals/groups so that they meet/exceed their benchmarks.
- the teacher can design sequences of learning and select appropriate pedagogy and approaches e.g., for classes but also revision sessions/intervention programmes.
- the teacher demonstrably contributes more broadly to the life of the school and Trust.
- the teacher's contributions have been maintained over a period of time; this will usually require the assessor to be assured that the teacher has had at least two consecutive professional growth framework cycle reviews demonstrating the required standard has been met and can show they have the capacity to continue to do so in the future.
- The teacher makes a demonstrable impact on the personal development and pastoral care of the pupils/students.
- The teacher is effective as a teacher of reading and PSMSC (in the context of their role).
- The teacher has had at least two consecutive end of cycle assessments demonstrating the required standard has been met.

In general, the expectations of a UPR teacher are:

- that they are a positive role model for teaching and learning
- that they make a tangible contribution to the raising of pupil standards
- that they mentor and support colleagues in all aspects of their work and development
- that they make an effective contribution to the work of the wider team
- that they embrace opportunities for personal and professional development and translate this into effectively improving student outcomes

In general, the expectations for each of the three UPR spinal points are:

- **UPR1** – demonstrating a sustained contribution to the department or team.
- **UPR2** – supporting individuals and improvement priorities beyond their own department or team.
- **UPR3** – Substantial contributions to identified whole school improvement priorities or contributing to improvement priorities in other settings and/or across the trust.

Further information can be found in the Upper Pay Range Guidance Document.

APPENDIX 4 - SCHOOL GROUP SIZE CHART

The group size of a school is determined using formulae set out in the School Teachers' Pay and Conditions Document, based on pupil numbers determined through School Census data.

The group size is used by the Trust to determine the individual salary range for Headteachers and other senior leaders, as set out in the spinal point range tables in the Basic Pay Determination on Appointment section of this pay policy.

The group size of a school can vary over time and will be reviewed annually.

The group sizes for 2023/24 are:

School	Group Size
Great Hollands Primary School	3
Birch Hill Primary	3
Hamilton School	4
Cranbury College	5
Maiden Erlegh Chiltern Edge	6
Maiden Erlegh School in Reading	6
Oak Tree School	6
Maiden Erlegh School	8