



Pay Policy

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INTRODUCTION

The Trust Board has adopted the policy set out in this document to provide a clear framework for the exercise of its powers and discretions in relation to all staff employed in the Trust and paid from within delegated budgets.

The Trust Board is committed to taking decisions in accordance with the principles of public life as listed in DfE guidance: objectivity, openness and accountability.

The Trust Board recognises the legal requirements placed upon them by the Education Act 2002 and subsequent legislation together with the current School Teachers' Pay and Conditions Document (STPCD) and the National and Local Conditions of Service for National Joint Council staff and the Education (School Teacher Appraisal) (England) Regulations 2012.

The Trust Board delegates the responsibility for approving decisions relating to pay decisions in line with this policy to the Chief Executive Officer (Deputy Chief Executive Officer) and Headteachers.

BASIC PRINCIPLES

All teachers employed in Enhance Academy Trust are paid in accordance with the statutory provisions of the School Teachers' Pay and Conditions Document (STPCD) as updated from time to time.

All pay related decisions are taken in compliance with all applicable legislation including but not limited to the relevant provisions of The Employment Rights Act 1996, 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) Regulation 2002, The Employment Act 2008, The Agency Workers Regulation 2010, The Education (School Teachers' Appraisal) (England) Regulations 2012, The Working Time Regulations 1998 and The Equality Act 2010

In adopting this pay policy the aim is to:

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

This Policy will be used in conjunction with the adopted Teacher Appraisal and Performance Management Policy.

ROLES AND RESPONSIBILITIES

The Trust Board has overall responsibility for establishing the Pay Policy for teachers and for ensuring that it is followed. It considers and approves the overall pay structure for staff.

The Trust Board delegates responsibility for implementation of the policy to Headteachers and the Chief Executive Officer.

PAY AND ALLOWANCE TABLES AND PAY UPLIFTS

Enhance Academy Trust shall apply the Pay and Allowance Tables and its recommended annual pay award to individual teachers, in accordance with the current STPCD/Trade Union guidance.

The Trust Board will take account of the provisions of the STPCD in relation to performance when applying any pay uplift to nationally set pay scales. There is no desire to migrate from national pay scales, however the Trustees reserve the right to consult on doing so in the future should the fiscal conditions necessitate such a move.

PAY REVIEWS

The Headteacher will ensure that every teacher's salary is reviewed with effect from 1st September, and no later than 31st October each year. Teachers will be notified in writing of their salary and any other financial benefits they are entitled to.

Reviews may take place at other times of the year to reflect any changes in circumstances or Job Specifications that lead to a change in the basis for calculating an individual's pay. A written statement will be given after any review and where applicable will give information about the basis on which it was made.

In relation to Executive Headteachers and Headteachers, it is the responsibility of the Chief Executive Officer to ensure the Pay Statement is issued. Executive Headteachers are responsible for issuing Pay Statements to Heads of Schools.

SAFEGUARDING (STPCD Section 2, para 29 to 37)

Where a pay determination leads or may lead to the start of a period of safeguarding, the Headteacher or Chief Executive Officer will comply with the relevant provisions of the STPCD and will give the required notification as soon as possible and no later than one month after the date of the determination.

Where a member of the Leadership Group is redeployed to a teaching position then they will be placed onto the Upper Pay Range (UPR1) and safeguarding will be applied. This rule is applicable where a teacher has been promoted to a leadership position prior to making an application to move to the Upper Pay Range.

Where a "stepping down" arrangement is applied where the post is of a lesser responsibility then the post holder will be placed onto the pay range for that role and no safeguarding will be applicable.

APPEALS (STPCD Section 2, para 2(b))

A teacher has the right to appeal against any pay determination. The following list, which is not exhaustive, includes the usual reasons for appealing against a pay determination:

That the person or committee by whom the decision was made:

- A. incorrectly applied the Pay Policy
- B. incorrectly applied any provision of the STPCD
- C. failed to have proper regard for statutory guidance
- D. failed to take proper account of relevant evidence
- E. took account of irrelevant or inaccurate evidence
- F. was biased; or
- G. otherwise unlawfully discriminated against the teacher.

The order of proceedings is as follows:

Stage One: Informal discussion with the Appraiser or Headteacher prior to confirmation of the pay recommendation

Wherever possible, the Trust/Academy will endeavour to resolve any issues of dissatisfaction regarding the pay determination prior to them being referred to a formal procedure. A teacher who is dissatisfied with a pay recommendation has the opportunity to discuss the recommendation with the Appraiser or Headteacher before the recommendation is actioned and confirmation of the pay decision is made by the school.

If it is the Headteacher who is dissatisfied with their pay determination, they will be offered an opportunity to meet and discuss the issue in full with Chief Executive Officer and to present further evidence where they consider it appropriate

Stage Two: A formal representation to the Chief Executive Officer making the pay determination

If, having had an informal discussion with the person making the pay recommendation, the teacher believes that an incorrect recommendation has been made; he/she may make representation to the Chief Executive Officer. To begin the process the teacher should submit a formal written statement making the determination, setting down in writing the grounds for not agreeing with the pay recommendation.

The teacher is given the opportunity to make representations, including presenting evidence, calling witnesses and the opportunity to ask questions, at a formal meeting. Following this meeting a pay determination that will be communicated to the teacher in writing.

If it is the Headteacher who is dissatisfied with their pay determination, he/she may make representation to a member of the Board of Trustees and to present further evidence where they consider it appropriate.

Stage Three: A formal appeal hearing with an Appeals Panel

Should the teacher not agree with the pay determination, the teacher may appeal the decision and have an appeal hearing before an appeals panel.

The teacher should set down in writing the grounds for their appeal and send it to the Chief Executive Officer within ten working days of the notification of that determination.

Any appeal should be heard by a panel of three which may include other Headteachers from across the Trust, local governors or Trustees. This is normally within twenty working days of the receipt of the written appeal notification.

In the hearing, both the teacher and the management representative will have the opportunity to present their evidence and call witnesses, and to question each other. The panel is permitted to ask exploratory questions.

Having heard the appeal, the panel must reach a decision, which it must relay to the teacher in writing, including their rationale for reaching the decision. The Appeal Panel's decision is final and, as set out in Section 3, paragraph 7 of the STPCD, there is no recourse to the general staff grievance procedure.

Teachers making representation at Stage Two and making an appeal at Stage Three may be accompanied by a Trade Union Representative or a work colleague.

DATA PROTECTION

Enhance Academy Trust processes personal information/data collected in the application of this Model Policy in accordance with its legal obligations set out in the UK General Data Regulation 2016 (UK GDPR) and the Protection Act 2018 (DPA), which are confirmed within the school's Retention and Disposal Schedule.

Information/ data specifically obtained to address issues raised under this Policy is held securely and accessed by, and disclosed to, individuals only for the purposes of addressing these issues. Inappropriate access or disclosure of an employee's personal information/data constitutes an information security incident and should be reported in accordance with the school's Retention and Disposal Schedule immediately. It may also constitute a matter which will be considered in accordance with the Disciplinary Policy.

MONITORING THE IMPACT OF THE PAY POLICY

The Trust Board will monitor the outcomes and impact of this Policy on a yearly basis, including trends in progression across specific groups of teachers to assess its effect and the school's continued compliance with equalities legislation.

LEADERSHIP GROUP

LEADERSHIP GROUP PAY RANGE (*STPCD Section 2, para 4 to 11*)

In Enhance Academy Trust, the Leadership Group Pay Ranges are as set out in the Teachers' Pay Table (Leadership Group Pay Spine) included at the end of the policy.

HEADTEACHERS (INCLUDING EXECUTIVE HEADTEACHERS AND HEADS OF SCHOOL)

DEFINING THE ROLE AND DETERMINING THE HEADTEACHER GROUP

Upon the post of Executive Headteacher/Headteacher/Head of School becoming vacant, the specific role, responsibilities and accountabilities of the post as well as the skills and relevant competencies required will be considered. These shall be documented in a Job Specification.

The school will be assigned to a Headteacher Group. This will be done by calculating the Total Unit Score of the school in accordance with Section 2, paragraphs 5 – 9 of the STPCD and the Headteacher's Pay Range determined whenever a new Headteacher is to be appointed.

The Chief Executive Officer shall also re-determine the Headteacher's Pay Range if it becomes necessary to change the Headteacher Group (including where the Headteacher becomes responsible and accountable for more than one school for at least one academic year or on a permanent basis). They may also determine the Headteacher's Pay Range at any time if they consider it necessary to reflect a significant change in the responsibilities of the post. The Chief Executive Officer shall not take account of the salary of the serving Headteacher if they re-determine the Headteacher's Pay Range for a new appointment.

In the event the Headteacher is appointed to be responsible and accountable for more than one school for at least one academic year or permanently (for example as Executive Headteacher), the Chief Executive Officer will base the determination of the Headteacher Group on the total number of pupil units across all schools, which will give a group size and take account of the additional responsibilities expected of the postholder.

The Chief Executive Officer will take account of the complexity and challenge of the role of Headteacher in the particular context of the school when determining the Indicative Pay Range for the post.

When determining the Indicative Pay Range, the Chief Executive Officer will take into account all of the permanent responsibilities of the role. The core salary should include all permanent responsibilities, and temporary payments can only be paid for time limited additional responsibilities.

The Indicative Pay Range for the Headteacher (including Executive Headteacher) will be seven consecutive points within the range of salaries applicable to the Headteacher Group Size of the school. The indicative range for a Head of School post will be five consecutive points.

When determining the position of the Indicative Pay Range the Chief Executive Officer will consider:

- the context and challenge arising from pupils needs e.g. if there is a high level of deprivation in the community (Free School Meal (FSM) entitlement and/or English as an Additional Language indicators may be relevant) or there are high numbers of looked after children or children with special needs or there is a high level of in-year churn/pupil mobility, and this affects the challenge in relation to improving outcomes
- a high degree of complexity and challenge e.g. accountability for multiple schools or managing across several dispersed sites, which goes significantly beyond that expected of any Headteacher of similar-sized school(s)
- factors that may impede the school's ability to attract a field of appropriately qualified and experienced leadership candidates, e.g. location; specialism; level of support from the wider leadership team.

This is not an exhaustive list, and the Chief Executive Officer may consider other factors relevant to the circumstances of the school.

When determining the Headteacher's Pay Range, the minimum of the individual pay range will be:

- not less than the minimum of the Headteacher's group range
- at least the next point higher on the leadership group scale than the maximum of the Deputy Headteacher or Assistant Headteacher at the school; and

- at least the next point higher on the leadership group scale than the salary of the highest paid classroom teacher - (UPR 1 salary level plus highest TLR/ SEN allowance awarded)

Such circumstance might include where there is evidence of significant difficulties in making an appointment. The Chief Executive Officer has the discretion to set the Headteacher's pay range up to 25% above the maximum of the pay range for that school group in exceptional circumstances following discussion with the Trust Board.

STARTING SALARY AND THE INDIVIDUAL PAY RANGE

The starting salary of the Headteacher should normally be the first point of the pay range. However, the Chief Executive Officer may determine that the starting salary should be above the first point of the pay range having regard to the extent to which the candidate meets the specific requirements of the post.

The Individual Pay Range and starting salary shall be confirmed in writing to the Headteacher on appointment.

DEPUTY AND ASSISTANT HEADTEACHERS

DEFINING THE ROLE

Upon the post of Deputy/Assistant Headteacher becoming vacant, the Executive Headteacher/Headteacher shall set out the specific role, responsibilities and accountabilities of the vacant post as well as the skills and relevant competencies required. These shall be documented in a Job Specification.

SETTING THE INDICATIVE PAY RANGE

In consultation with the Chief Executive Officer, the Executive Headteacher/Headteacher will take account of the complexity and challenge of the vacant role in the particular context of the school when determining the Indicative Pay Range for the post.

When determining the Indicative Pay Range, all of the permanent responsibilities of the role must be taken into account

The Indicative Pay Range for the Deputy Headteacher/Assistant Headteacher will be five consecutive salary points.

When determining a Deputy Headteacher's Pay Range, the Headteacher must ensure that the minimum of the range is not less than the next leadership group pay spine point above:

- the salary of the highest paid classroom teacher - (UPR 1 salary level plus highest TLR/ SEN allowance awarded)
- the minimum of the Assistant Headteacher's Pay Range of the highest paid Assistant Headteacher at the school
- The maximum of the Pay Range does not equal or exceed the minimum point of the Headteacher's Individual Pay Range (IPR).

Where there is insufficient space on the leadership group pay spine to accommodate a Deputy Headteacher's Pay Range of five points between the salary of an Assistant Headteacher's Pay Range and the minimum of the IPR, the IPR range must be raised to the extent necessary to accommodate the pay range.

The minimum of the Assistant Headteacher's Pay Range is not less than the next leadership group pay spine point above:

- the salary of the highest paid classroom teacher - (UPR 1 salary level plus highest TLR/ SEN allowance awarded);
- The maximum of the Assistant Headteacher's Pay Range does not equal or exceed the minimum point of the Headteacher's Individual Pay Range (IPR).

In Enhance Academy Trust, the pay ranges will not overlap the Headteacher's IPR.

The pay range should be set out in any advertisement for the post.

STARTING SALARY AND THE INDIVIDUAL PAY RANGE

The starting salary should normally be the first point of the pay range. However, the Headteacher following consultation with the Chief Executive Officer, may determine that the starting salary should be above the first point of the pay range having regard to the extent to which the candidate meets the specific requirements of the post.

The Individual Pay Range and starting salary shall be confirmed in writing on appointment.

Associate Leader roles will be considered under arrangements for Deputy and Assistant Headteachers.

PAY PROGRESSION FOR ALL MEMBERS OF THE LEADERSHIP GROUP

The Chief Finance Officer monitors the school's budgets and will ensure that appropriate funding is allocated for pay progression at all levels. The Trust recognises that funding cannot be used as a criterion to determine progression.

Following the annual appraisal process and, subject to the provisions of the published Pay Policy, they should expect to receive pay progression within the maximum of their pay range unless they are subject to capability procedures.

The Chief Executive Officer (for Headteachers) and Headteacher (for other leadership posts) may consider whether to award two pay progression points having regard to the member of the Leadership Group's most recent Appraisal Report. The Headteacher should consult the Chief Executive Officer before making this decision.

The circumstances in which two points may be awarded are as follows:

- *Outstanding outcomes in relation to performance of their role and responsibilities against their appraisal objectives and the relevant standards as identified in the annual appraisal assessment report.*

OTHER TEACHERS

PAY RANGES FOR QUALIFIED TEACHERS (STPCD Section2, para 12 to 14)

In Enhance Academy Trust, the Main Pay Range and Upper Pay Range for Classroom Teachers is as set out in the respective Teachers' Pay Range Table included at the end of the policy.

PAY UPON APPOINTMENT FOR NEW ENTRANTS

The Headteacher will determine the pay range for a teaching vacancy prior to advertising it.

Upon appointment the starting salary for a qualified teacher will be determined taking into account the relevant qualifications, skills and experience required for the position and will be in accordance with the following provisions.

A classroom teacher taking up their first appointment as a qualified teacher will be paid on Point 1 of the Main Pay Range

PAY UPON APPOINTMENT FOR EXISTING TEACHERS

When determining the starting salary for a qualified teacher who has previously worked as a qualified teacher in a maintained school or Academy in England and Wales, the school will pay the teacher on the advertised pay range at the scale point which is the nearest to the teacher's previous pay entitlement. The Headteacher will also consider any pay progression which they would have received had they remained in their previous post, evidence of which should be obtained through the recruitment process (this excludes allowances and additional payments as per Section 2 – part 4 of the STPCD or where an academy has applied an equivalent allowances/ additional payment which does not apply to the STPCD.)

Any appointment to the Upper Pay Range will be subject to the teacher meeting the criteria for movement to the Upper Pay Range as defined in this Policy, evidence of which should be obtained through the recruitment process.

Where a qualified teacher is not currently in employment, the pay entitlement in their most recent post should be used.

PAY UPON APPOINTMENT FOR FORMER MEMBERS OF THE LEADERSHIP GROUP

Where an appointment is being made of a teacher who was last paid on the Leadership Pay Scale (e.g. Headteacher, Deputy Headteacher, Assistant Headteacher), then the Chief Executive Officer or Headteacher will have the discretion to determine where on the advertised Pay Range their salary should commence.

If the position advertised is on Main Pay Range (MPR) and it is to be offered to a teacher who was last paid on the Leadership Group Pay Range, then it should be determined where on the MPR the commencement salary should be taking into account the experience of the successful candidate. One point on the MPR will be offered for each completed year of service as a qualified Teacher to a maximum of six.

PAY PROGRESSION FOR EARLY CAREERS TEACHERS (ECTs) (STPCD Section 2 para 19.2(d))

In the case of ECTs, whose appraisal arrangements are different, it must be determined that the teacher's performance and any pay recommendations by means of the statutory induction process set out in the Education (Induction Arrangements for School Teachers) (England) Regulations 2012. The Headteacher must also ensure that the ECTs are not negatively affected by the extension of the induction period from one to two years which came into effect as from 1st September 2021. This does not prevent a school from awarding pay progression at the end of the first year.

PAY PROGRESSION ON THE MAIN PAY RANGE

All teachers can expect to receive regular, constructive feedback on their performance and development and are subject to annual appraisal that recognises their strengths, informs plans for their future development, and helps to enhance their professional practice.

Teachers should expect to receive pay progression on the Main Pay Range, within the maximum of the pay range, following their annual appraisal and, subject to the provisions of the published Pay Policy, unless the teacher is subject to capability procedures. Pay progression will not be withheld for reasons other than performance.

Movement up the Main Pay Range will be by one annual point at a time.

MOVEMENT TO AND WITHIN THE UPPER PAY RANGE (STPCD Section 2, para 15 and Section 3 paras 29 to 32)

Any qualified teacher can apply to be paid on the Upper Pay Range and any such application must be assessed in line with this policy. It is the responsibility of the teacher to decide whether or not they wish to pursue this.

All applications should be made in writing using the application form (Appendix 1) attached to this policy and should include evidence from the relevant appraisal cycles in accordance with the Teacher Appraisal and Performance Management Policy.

Applications may be made once a year. If successful in their application, their movement to the Upper Pay Range will be implemented with effect from 1st September in the year following their most recent appraisal cycle.

For example - appraisal cycle 2023/24 to 2024/25 uplift to salary will be applied from 1st September 2025.

If a teacher is simultaneously employed at another school(s) in the Trust, then only one application is required if they wish to apply to be paid on the Upper Pay Range in each school.

THE ASSESSMENT

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

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

For the purposes of this Policy:

- **Highly competent** means the teacher's performance is assessed as having excellent depth and breadth of knowledge, skill and understanding of the Teachers' Standards on the particular role they are fulfilling and the context in which they are working. Their practice should also be good enough to provide coaching and mentoring to other teachers, give advice to them and demonstrate to them effective teaching practice and how to make a wider contribution to the work of the school, in order to help them meet the relevant standards and develop their teaching practice.
- **Substantial** means the teacher's achievements and contribution to the school are significant, not just in raising standards of teaching and learning in their own classroom, or with their own group of children, but also provide a role model for teaching and learning and make a significant wider contribution to school improvement, which impacts on pupil progress and the effectiveness of staff and colleagues. It would be expected that they would take advantage of appropriate opportunities for professional development and use the outcomes effectively to improve pupils' learning
- **Sustained** means the teacher must have had two consecutive successful appraisal reports in this school, or within a school in the Trust and have made good progress towards their objectives during this period. They will have been expected to have shown that their teaching expertise has grown over the relevant period and is consistently good to outstanding.

PROCESSES AND PROCEDURES

The teacher should submit the application form and supporting evidence to the Headteacher within the application period as set out above.

The name of the assessor of the teacher's application will be confirmed within 5 working days.

The assessor will assess the application, which will include a recommendation on whether the teacher shall move to the UPR. The application, evidence and recommendation will be passed to the Headteacher for moderation purposes, if the Headteacher is not the assessor

The Headteacher will then advise the Chief Executive Officer on whether a teacher who applies to be paid on the Upper Pay Range should be paid on that range. All applications will be subject to Trust moderation.

Teachers will receive written notification of the outcome of their application within 10 working days of the decision. Where the application is unsuccessful, the written notification will include the areas where it was felt that the teacher's performance did not satisfy the relevant criteria set out in this policy.

If requested, oral feedback will be provided by the assessor. Oral feedback will be given within 10 working days of the date of the notification of the outcome of the application. Feedback will be given in a positive and encouraging environment and will include advice and support on areas for improvement in order to meet the relevant criteria.

Successful applicants will move to the minimum of the Upper Pay Range on 1st September in the year following their completion of their most recent appraisal cycle (minimum 2 years).

Unsuccessful applicants can appeal against the decision in accordance with the Appeal process of this Policy.

PAY PROGRESSION ON THE UPPER PAY RANGE

Movement on the Upper Pay Range onwards will take into account of the evidence that the teacher is highly competent in all elements of the relevant standards; and that the teacher's achievements and contribution to the school and, or the Trust, are substantial and sustained.

The definition of “highly competent”, “substantial” and “sustained” are given in the Movement to Upper Pay Range section of this Policy.

Once a teacher has moved onto the Upper Pay Range, they are eligible for further progression every 2 years until they reach the top of the pay range. They must be able to demonstrate that they are secure in the relative career stage expectations.

PART-TIME TEACHERS (STPCD Section 2, para 40 to 41)

Teachers employed on an ongoing basis at the school but who work less than a full working week are deemed to be part-time. The Headteacher will give them a written statement detailing their working time obligations and the standard mechanism used to determine their pay, subject to the provisions of the statutory pay arrangements and by comparison with the school’s Timetabled Teaching Week for a full-time teacher in an equivalent post.

Notes

Part-time teachers must be paid the pro rata percentage of the appropriate full-time equivalent salary. The same percentage must be applied to any allowances awarded to a part-time teacher.

Any additional hours such as a teacher may agree to work from time to time at the request of the Headteacher (or in the case where the part-time teacher is a Headteacher, the Chief Executive Officer), should also be paid at the same rate. Part-time teachers are entitled to PPA time (see Section 2 paragraph 52.5 of the STPCD).

SHORT NOTICE/SUPPLY TEACHERS (STPCD Section 2, para 42)

Teachers employed on a day-to-day or other short notice basis must 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 (for the school year beginning September 2024), periods of employment for less than a day being calculated pro rata.

Periods of employment for less than one day will be calculated on an hourly rate basis of 1/970 of annual salary (for the school year beginning September 2024). The hours worked will be specified by the Headteacher.

UNQUALIFIED TEACHERS (STPCD Section 2, para 17)

The Pay Range for Unqualified Teachers is as set out in the Teachers’ Pay Table - Unqualified Pay Range Table.

PAY UPON APPOINTMENT FOR UNQUALIFIED TEACHERS

Upon appointment the starting salary for an unqualified teacher will be determined taking into account the relevant qualifications, skills and experience required for the position and will be in accordance with the following provisions.

An unqualified teacher taking up their first appointment will be paid on Point 1 of the Unqualified Teacher Pay Range unless eligible for the award of an additional point(s) as follows:

The Headteacher following advice from the Chief Executive Officer may, if necessary, use its discretion to award additional points on this pay range for working in relevant employment outside of teaching but working in a relevant area. This might include industrial or commercial training, time spent working in an occupation relevant to the teacher’s work at the school, and experience with children/young people. This would be subject to the provision of documentary evidence of such experience.

Additional point(s) on the Unqualified Teachers Pay Range will be awarded:

- Up to three points for a recognised qualification relevant to their subject area
- Three points for a recognised (Teaching Regulation Agency (TDA)) overseas teaching qualification
- Three points for a recognised (by TDA) post-16 teaching qualification

- One point for each period of 3 complete years of service teaching in a City Technology College, Independent School, higher education or further education including sixth form colleges, or in countries outside of England and Wales in a school in the maintained sector of the country concerned.

PAY PROGRESSION FOR UNQUALIFIED TEACHERS

Teachers will be awarded pay progression on the Unqualified Teachers Pay Range unless they are subject to capability procedures.

Movement up the Unqualified Teachers Range will normally be by one annual point at a time.

ALLOWANCES

TEACHING AND LEARNING RESPONSIBILITY PAYMENTS (TLRS) (STPCD Section 2, paras 20 & 29 to 33, Section 3 paras 47 to 54)

TLRs are awarded to the holders of the posts in accordance with the Staffing Structure.

The Chief Executive Officer should be consulted before a decision is made to amend the staffing structure to award any value TLR.

CRITERION AND FACTORS FOR AWARD OF TLRS

Criterion – TLR 1 & 2

Teaching and Learning Responsibility payments (TLRs) may be awarded to a classroom teacher for undertaking a sustained additional responsibility in the context of the staffing structure for the purpose of ensuring the continued delivery of high-quality teaching and learning for which they are made accountable.

The award may be while the teacher remains in the same post or occupies another post in the absence of a post-holder.

Factors – TLR 1 & 2

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

- 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
- D. and manage pupil development across the curriculum
- E. has an impact on the educational progress of pupils other than the teacher's assigned
- F. classes or groups of pupils; and
- G. involves leading, developing and enhancing the teaching practice of other staff.

Before awarding a TLR 1, the Headteacher must also be satisfied that the significant responsibility referred to in the previous paragraph includes line management responsibility for a significant number of people. The Chief Executive Officer should be consulted before a decision is made to award a TLR 1.

Criterion – TLR 3

The Headteacher may award a TLR3 to a teacher for a clearly time-limited improvement project, or one-off externally driven responsibility.

Factors – TLR3

The duration of the fixed term must be established at the outset and payment should be made in equal monthly installments for the period set.

Consecutive TLR3s should not be awarded for the same responsibility. The only exception to this will be where Main Pay Range or Upper Pay Range teachers are undertaking tutoring responsibilities to address learning disruption as a result of the pandemic.

Any award of a TLR3 for this purpose is for work undertaken outside of the teachers' directed timetable but within school time.

TLR3s are not subject to safeguarding and can be paid in addition to a teacher already receiving a TLR1 or TLR2.

TLR3 allowances will not be pro-rated based on the proportion of the teacher's part-time contract, unlike TLR1s and TLR2s.

Values

The values of TLRs must fall within the ranges on Page. 25 of this policy.

SPECIAL EDUCATIONAL NEEDS (SEN) ALLOWANCES (STPCD Section 2, para 21 & Section 3 paras 55 to 59)

Special educational needs (SEN) allowances are not currently payable in the Trust. The Chief Executive Officer will keep under review the criteria for awarding such allowances and will determine whether they should be applied at this school at any point in the future.

ACTING ALLOWANCES (STPCD Section 2, para 23 & part 4 - allowances)

There may be occasions on which the Headteacher, Deputy Headteacher, or Assistant Headteacher is/are absent for a prolonged period. In such an event the Chief Executive Officer will consider within four weeks whether the payment of an acting allowance is appropriate, having regard to the redistribution of responsibilities.

Any acting allowance will be payable after the responsibilities of the post holder have been assumed for a period of twenty consecutive working days (uninterrupted by a break of more than five working days). Payment will be backdated to the date on which the responsibilities were assumed.

Where a teacher undertakes the full range of responsibilities of the leadership post the allowance will normally take the individual to the minimum point on the pay range for the post in which the teacher is acting. The payment shall not, in such circumstances be less than the minimum point on the relevant pay range of the post being covered.

OTHER PAYMENTS

ADDITIONAL PAYMENTS

All decisions regarding Additional Payments will be made in accordance with Section 2 Paragraph 26.1 of the STPCD. The Chief Executive Officer should be consulted before any additional payments are agreed.

POLICY ON SCHOOL SUPPORT STAFF PAY FOR 1st SEPTEMBER 2025 TO 31st AUGUST 2026

Under the School Staffing (England) Regulations 2009, the overall responsibility for the grade and remuneration of School Support Staff is the responsibility of the Trust Board. Wakefield Council gradings and Job Descriptions/Person Specifications are used for all new appointments.

Job Specifications

Wakefield Council Job Specifications, which have been agreed with trade union(s) and graded by the Job Evaluation Panel consisting of HR representatives and trade union representatives, are used across the Trust.

Where the duties and responsibilities of posts in school match those of these generic job specifications then the recommended post titles and grades will apply.

Job Evaluation Process

Where a Headteacher is considering an alternative grade to the one recommended then it shall consult with the HR Advisor prior to the post being advertised. If any new roles are created, the job evaluation process will be completed before advertisement of the role.

Grading of Employees

Support Staff, including casual staff employed under the Conditions of Service for Local Government Services will be paid on the salary grades agreed between Wakefield Council (Barnsley and Kirklees Councils for historic staff) and the trade union(s).

Terms and Conditions

The Trust Board will apply the terms and conditions for Support Staff as set out in the NJC Pay and Grading Structure and Revised Terms and Conditions of Employment”.

Commencing Salary for Newly Appointed Employees

The Trust Board adopts the local agreement in respect of the commencing salary to be paid to new employees (including casual employees).

Where a person is appointed to a post, unless there are special/ exceptional circumstances, the person will commence at the first point of the grade. Special/ exceptional circumstances would include internal appointment to a post of the same grade

Where an internal appointment is made to a similar or like post of the same grade that the employee was previously on then, provided the employee can meet the appropriate levels of skills, experience, etc. required for the job, they should be placed on the same spinal column point they were was receiving in their old job.

External Appointment to a post attracting a similar or lesser salary

Where an external appointment is being considered and the candidate is currently on a salary higher than the lowest spinal column point of the new job, and it can be demonstrated that the only way they would accept the job is to offer at an appropriate level higher than the lowest spinal column point and that they are the only/ most suitable candidate due to skills/ experience, then they could be appointed at a level felt appropriate above the lowest spinal column point of the new job.

Incremental Progression

The Trust Board adopts the national and local agreements in respect of the payment of annual increments to employees. Staff will receive an annual increment each April until they reach the maximum spinal column point within the salary grade. This is subject to the qualifying period of six months service being satisfied. Therefore, should an employee be appointed between 1st October and 31st March they will receive an increment 6 months after their date of commencement within that position and then on the 1st April thereafter.

Local Living Wage

A Local Living Wage Supplement has been agreed with the recognised trade unions effective from 1st April 2014 which is reviewed annually. Enhance Academy Trust has agreed to continue the arrangement in 2025/26.

The Living Wage benchmark pay rate for 2024/25 is £12.60 per hour.

A supplement will be paid to any employee all members of the Support Staff (except apprentices) whose basic pay is below the benchmark rate. The supplement will bring the employee's pay up to the benchmark rate. The supplement will also be paid to casual employees.

Calculation of the Living Wage Supplement does not take account of earnings in addition to basic pay such as weekend working and shift enhancements, overtime, and pay protection supplements. Thus, the Supplement is still paid if basic pay is below the benchmark rate, but overall pay is above the benchmark rate. The Supplement is not included in any calculation of enhancements or overtime payments.

The Local Living Wage Supplement is contractual and pensionable, and it should be included in any calculation of average earnings. It is reduced in the same way as basic pay for sick pay entitlement e.g. half pay, no pay

APPENDIX 1 – APPLICATION TO BE PAID ON UPPER PAY RANGE

THIS FORM SHOULD BE HANDLED IN CONFIDENCE AT ALL TIMES

From 1 September 2021, any qualified teacher can apply to be paid on the Upper Pay Range. It is the responsibility of the teacher to decide whether or not they wish to pursue this.

Applications may be made once a year. If successful in their application, movement to the Upper Pay Range will be implemented with effect from 1 September 2025.

- All those wishing to become Upper Pay Range teachers will need to meet the standards specified in this form.
- Please enclose copies of the appraisal reports that relate to the 2 years immediately prior to the date on which you submit your request.

The Assessment

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

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

TEACHER DETAILS**To be completed by the teacher****Personal details**

Surname

First name(s)

Previous surname (if applicable)

DfE or Welsh Office teacher reference number
(this must be seven digits including zeros)

 /
Please give details if you are submitting an appraisal report from another school

Name and address of school/LA	Date(s) of employment	Name of Headteacher

Declaration by the teacher

I confirm that I submit appraisal reports covering the two-year period prior to this request for movement to the Upper Ray Range.

Signed

Date

PROCESSES AND PROCEDURES

1. The teacher should submit the request form and supporting evidence to the Headteacher.
2. The name of the assessor of the teacher's application will be confirmed within 5 working days.
3. The assessor will assess the application, which will include a recommendation on whether the teacher shall move to the Upper Pay Range.
4. The application, evidence and recommendation will be passed to the Headteacher for moderation purposes, if the Headteacher is not the assessor. The Headteacher will consult the Director of Education to ensure moderation and consistency across the Trust.
5. The Headteacher will make the final decision on the application.
6. Teachers will receive written notification of the outcome of their application within the timescale specified in this Pay Policy of the Headteacher's decision. Where the application is unsuccessful, the written notification will include the areas where it was felt that the teacher's performance did not satisfy the relevant criteria set out in the Pay Policy.
7. If requested, oral feedback will be provided by the assessor. Oral feedback will be given within 10 working days of the date of the notification of the outcome of the application. Feedback will be given in a positive and encouraging environment and will include advice and support on areas for improvement in order to meet the relevant criteria.
8. Successful applicants will move to the minimum of the Upper Pay Range on 1 September of the following the end of the previous year's cycle. For example, appraisal cycle 2023/2024 to 2024/2025 uplift to salary is from 1st September 2025.
9. Unsuccessful applicants can appeal against the decision in accordance with the Appeal process of the School's Pay Policy.

ASSESSMENT

To be completed by the Headteacher

Name of Teacher

School

Please record your overall judgements below. [please delete as appropriate]

THE TEACHER IS HIGHLY COMPETENT IN ALL ELEMENTS OF THE RELEVANT STANDARDS:

YES / NO

Highly competent means the teacher's performance is assessed as having excellent depth and breadth of knowledge, skill and understanding of the Teachers' standards on the particular role they are fulfilling and the context in which they are working. Their practice should also be good enough to provide coaching and mentoring to other teachers, give advice to them and demonstrate to them effective teaching practice and how to make a wider contribution to the work of the school, in order to help them meet the relevant standards and develop their teaching practice.

THE TEACHER'S ACHIEVEMENTS AND CONTRIBUTION TO THE SCHOOL ARE SUBSTANTIAL AND SUSTAINED:

YES / NO

Substantial means the teacher's achievements and contribution to the school are significant, not just in raising standards of teaching and learning in their own classroom, or with their own group of children, but also provide a role model for teaching and learning and make a significant wider contribution to school improvement, which impacts on pupil progress and the effectiveness of staff and colleagues. It would be expected that they would take advantage of appropriate opportunities for professional development and use the outcomes effectively to improve pupils' learning

Sustained means the teacher must have had two consecutive successful appraisal reports in this school, or within a school in the Trust and have made good progress towards their objectives during this period. They will have been expected to have shown that their teaching expertise has grown over the relevant period and is consistently good to outstanding.

Please indicate any further areas of professional development for the teacher.

Signature

Please paste in electronic/scanned signature above if submitting the application form electronically.

Print name

School name

Date

NB This section should be passed back to the teacher where the assessment criteria have not yet been met.

TEACHERS' STANDARDS (DEPARTMENT FOR EDUCATION)

PREAMBLE

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

PART ONE: TEACHING

A teacher must:

1 Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

2 Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

3 Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4 Plan and teach well-structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

5 Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

6 Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

7 Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8 Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
 - o treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
 - o having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
 - o showing tolerance of and respect for the rights of others
 - o not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
 - o ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

PAY TABLES – SEPTEMBER 2025

The following table shows the Leadership Group Pay Spine that incorporates the uplift from September 2025 (please note * below for those Headteachers whose IPR incorporates the maximum point of their school group size).

Leadership Group Pay Spine 2024 (England and Wales (excluding the London Area))

Spine Point *Maximum of Headteacher Group ranges	Pay Policy 2025 Pay Points
L1	£51773.00
L2	£53069.00
L3	£54394.00
L4	£55747.00
L5	£57137.00
L6	£58569.00
L7	£60145.00
L8	£61,534
L9	£63,070
L10	£64,691
L11	£66,368
L12	£67,898
L13	£69,596
L14	£71,330
L15	£73,105
L16	£75,049
L17	£76,772
L18*	£78,702
L19	£80,655
L20	£82,654
L21*	£84,699
L22	£86,803
L23	£88,951
L24*	£91,158
L25	£93,424
L26	£95,735
L27*	£98,106
L28	£100,540
L29	£103,030
L30	£105,595
L31*	£108,202
L32	£110,892
L33	£113,646
L34	£116,456
L35*	£119,350
L36	£122,306
L37	£125,345
L38	£128,447
L39*	£131,578

Spine Point *Maximum of Headteacher Group ranges	Pay Policy 2025 Pay Points
L40	£134,860
L41	£138,230
L42	£141,693
L43	£143,796

School Headteacher Group Size, Leadership Ranges & Salary Ranges

School Group	Range of Points
1	L6 – L18
2	L8 – L21
3	L11 – L24
4	L14 – L27
5	L18 – L31
6	L21 – L35
7	L24 – L39
8	L28 – L43

Spine Points for 2025

The table below shows the salaries to be used for the pay determinations for existing teachers as September 2024.

Unqualified Teacher Range	
1	£22,601
2	£25,193
3	£27,785
4	£30,071
5	£32,667
6	£35,259
Main Pay Range	
1	£32,916
2	£34,823
3	£37,101
4	£39,556
5	£42,057
6	£45,352
Upper Pay Range	
1	£47,472
2	£49,232
3	£51,048

Allowances

Teaching & Learning Responsibilities (TLR)

TLR1	
1a. Minimum	£10,174
1b. Middle	£13,694
1c. Maximum	£17,216
TLR2	
2a. Minimum	£3527
2b. Middle	£6069
2c. Maximum	£8611
TLR 3	
3a. Minimum	£702
3b. Middle	£2090
3c. Maximum	£3478

NJC Pay Structure - April 2025

Grade	Spinal Point	Salary From - 01/04/2025
G2	2	£24413
G3	3	£24796
	4	£25185
G4	5	£25583
	6	£25989
G5	7	£26403
	8	£26824
	9	£27254
	10	£27694
	11	£28142
G6	12	£28598
	13	£29064
	14	£29540
	15	£30024
	16	£30518
	17	£31022
	18	£31537
G7	19	£32061
	20	£32597
	21	£33143
	22	£33699
	23	£34434
G8	24	£35412
	25	£36363
	26	£37280
	27	£38220

G9	28	£39152
	29	£39862
	30	£40777
	31	£41771
G10	32	£42839
	33	£44075
	34	£45091
	35	£46142
G11	36	£47181
	37	£48226
	38	£49282
	39	£50269
G12	40	£51356
	41	£52413
	42	£53460
	43	£54495
G13	44	£55827
G14	45	£57158
G15	46	£58489
G16	47	£59820