



# Talent Education Trust

# Teachers' Pay Policy 2024-2025

Approved by Trust Board	16 <sup>th</sup> April 2024
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## 1) INTRODUCTION

This policy has been agreed by the Talent Education Trust (TET or the Trust) Board and adopted by Anglo-Portuguese School of London to provide a clear framework for the management of pay and grading issues for all teaching staff employed in Talent Education Trust.

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

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

This policy has been agreed by the TET Board for adoption by the Governing Body (GB) following consultation and agreement with staff. Any subsequent changes will also be subject to further consultation before amendment by TET.

## 2) Aims

In adopting this pay policy the aim is to:

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

The Trust will consider guidance issued by the Department for Education (DfE), relevant national bodies and relevant statutory legislation when making pay decisions.

## 3) Equal Opportunities

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

All vacant posts, including those that are temporary or acting will be advertised to all staff on School website and on TES, in order for all staff to have an opportunity to apply for posts across the Trust as internal applicants relevant to their training and experience.

#### **4) Job Descriptions and Responsibilities**

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

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

If there are significant changes to a significant number of job descriptions consideration will be given to reviewing the whole staffing structure.

#### **5) Access to Records**

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

#### **6) Appraisal and Pay Recommendations**

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

The Headteacher will moderate objectives, performance assessment and pay recommendations to ensure consistency and fairness in their school and seek advice from external advisors.

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

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

## **7) Discretionary Pay Awards**

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

## **8) Remuneration**

When TET has determined the remuneration of a teacher, it must, within one month after the determination, ensure that the teacher is notified in writing of that determination, of any payments or other financial benefits or safeguarding sums, and a copy of the staffing structure and pay policy.

## **9) Safeguarding**

Where a pay determination leads (or may lead) to the start of a period of safeguarding, the TET will comply with the relevant provisions of the STPCD. They will give the required notification (as early as possible, and, no later than one month after the determination of pay has been made. The required notification will include:

1. The reason for the decision
2. The date on which the decision will take effect
3. The value of the teacher's pre-safeguarding salary
4. The value of any allowances to which the teacher was entitled before the said circumstance took effect
5. The safeguarded sum or (if not then known) such information as it is reasonably possible to provide to determine the maximum amount of the safeguarded sum
6. The date the safeguarding period will end
7. Where a copy of the staffing structure and pay policy may be inspected.

More details on safeguarding can be found in relevant sections below and in the STPCD.

## **10) Annual Determination of Pay**

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

Each teacher's appraisal report will contain a pay recommendation based on the evidence discussed at the appraisal review meeting, and the previously agreed criteria for progression.

The Headteacher is responsible for submitting these recommendations to the Pay/finance Committee of the Board of Trustees for approval. For recommendations regarding the Headteachers pay progression, the Chair of Trustees is responsible for authorizing and communicating with HR/Payroll at EPM.

For Senior Leadership Team (SLT) members reporting to the Headteacher, approval must be sought from the Chair of Trustees.

Decisions on annual pay progression recommendations will be communicated to all relevant staff by the Headteacher in writing in accordance with the STPCD. This will set out the reasons why decisions have been taken. The Decision on the Headteacher's pay will be communicated in writing by 30 November and the TET Trustees shall determine the salary for headteachers (along with any deputy headteacher or assistant headteacher) in accordance with the STPCD. Headteachers' salaries will be made in accordance with the annual pay ranges as detailed on the STPCD and in Appendix 3. The instruction to amend pay from the relevant date (1 September) will be issued immediately after the time limit for lodging an appeal has expired (10 days), or immediately after an appeal has concluded.

## **11) Recruitment**

### **1. Teaching Staff**

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

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

## 12) Teaching Staff

### 1. Pay and Conditions

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

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

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

#### **September 2023 Pay Award**

A 6.5% uplift to all points on all teachers and leadership pay scales and allowances with the exception of Main Pay Range.

MPS1 - 6.5%

MPS2 - 6.5%

MPS3 - 6.5%

MPS4 - 6.5%

MPS5 - 6.5%

MPS6 - 6.5%

### 2. Part Time Teachers

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

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

The school day is from 9-4pm at Anglo-Portuguese School of London (TET)

Morning session 3 hours = 9-12pm

Afternoon session 3 hours = 1-4pm

School's timetabled teaching week: 30 hours (less breaks and assembly)

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



rata basis.

TET should establish the proportion of the school's timetabled teaching week for each part-time teacher as a percentage of a full-time classroom teacher's school's timetabled teaching week in accordance with the calculation above.

### **3. Supply/Short Notice Teachers**

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

### **13) Appeals**

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

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

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

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

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

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

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

The decision of the appeal panel is final.

### **14) Headteacher Pay**

The Trust will determine the pay range to be advertised and they will agree the pay on appointment in accordance with the criteria set in the STPCD.:

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TET has established a Leadership group pay structure with posts paid in accordance with the minimum and maximum points for such posts as determined by the STPCD. The TET Leadership group pay structure is shown at Appendix 3.

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

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

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

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

## **15) Leadership Group Performance Management and Pay**

### **1. Progression**

#### **Headteacher/Executive Headteacher/Head of School**

At the start of each academic year, the Chair of Trustees and School Improvement Advisor (SIA) will agree performance objectives/targets with the Headteacher. The performance objectives/targets must be in line with priorities identified in the School Improvement Plan.

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

The Chair of Trustees will then prepare a written pay recommendation for consideration by Board of Trustees. Once determination is made by the relevant body, the Headteacher will be informed of the decision in writing by 30 November, with effect from 1 September.

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

#### **All Leadership Group Posts**

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

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

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

## **16) Acting Allowances**

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

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

## **17) Leading Practitioners**

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

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

The Headteacher and Pay Committee will appoint a 5 point scale from within the pay scale based on the successful candidate's relevant skills and experience, and to allow for pay progression.

The Pay-scales for Leading Practitioners can be found at Appendix 3.

### **1. Pay Progression for Leading Practitioners**

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

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

Following the written recommendation of pay progression arising from the annual appraisal review, the Headteacher and Pay Committee will determine pay progression and ensure that the amount is clearly demonstrated to be attributable to the performance of the LP. They will be able to objectively justify and support their decision by the evidence.

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

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

## **18) Teachers on the Main and Upper Pay Ranges**

### **1. Newly Appointed Teachers**

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

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

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

### **2. Pay structure**

Talent Education Trust (TET) has established a pay structure with posts paid in accordance with the minimum and maximum points for such posts as determined by the STPCD. The TET pay structure is shown at Appendix 3.

### **3. Pay progression based on performance**

In TET, teachers can expect to receive regular, constructive feedback on their performance and are subject to annual appraisal that recognises their strengths, informs plans for their future development and helps to enhance their professional practice. The arrangements for appraisal are set out in the TET Appraisal procedure which should be read in conjunction with this policy.

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

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

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

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

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

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

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

Please refer to the Talent Education Trust (TET) Appraisal Procedure.

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

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

Headteachers' appraisals need to be conducted by an external adviser. The TET must appoint an external adviser for the purposes of providing it with advice and support in relation to the appraisal of the headteacher.

## **19) Applications to be Paid on the UPR**

### **1. Applications to be paid on UPR**

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

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

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

The TET is not bound by any pay decision made by another school.

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

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

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

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

**In Talent Education Trust this means:**

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

**and Sustained:** using evidence from the previous two appraisal cycles

**(1) Professional attributes – Frameworks**

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

**(2) Professional Knowledge and Understanding**

Teaching and learning – P2. Have an extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise learning to provide opportunities for all learners to achieve their potential.

Assessment and monitoring – P3. Have an extensive knowledge and well-informed understanding of the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those related to public examinations and qualifications.

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

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

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

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

**(3) Professional Skills**

Planning P7. Be flexible, creative, and adept at designing learning sequences within lessons and across lessons that are effective and consistently well-matched to learning objectives and the needs of learners and which integrate recent developments, including those relating to subject/curriculum knowledge.

Teaching – P8. Have teaching skills which lead to learners achieving well relative to their prior attainment, making progress as good as, or better than, similar learners nationally.

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



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

## **20) Process**

The closing date for applications is 31 October

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

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

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

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

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

## **21) Pay Progression for Teachers on the UPR**

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

- The criteria for when a teacher must be paid on the UPR, set out in Section 19;
- The evidence which in Talent Education Trust will show that the teacher has had 2 consecutive appraisal reviews and has made good progress towards objectives.
- Evidence that the teacher has maintained the criteria set out above for moving onto the UPR.

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

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

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

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

## **22) Safeguarding**

Safeguarding will be carried out in accordance with the STPCD.

## **23) Overseas Trained Teachers**

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

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

## **24) Unqualified Teachers**

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

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

Talent Education Trust has determined that the unqualified teacher pay range should be a 6 point scale where the previous 6 unqualified scale points will be converted into reference points used to determine the level of pay. The pay-scale can be found at Appendix 3.

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

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

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

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

### **An Unqualified Teacher who becomes Qualified**

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

A teacher who obtains QTS retrospectively must be paid a lump sum by the relevant body responsible for the payment of remuneration at the time when QTS was effectively obtained. This lump sum must be the difference (if any) between the remuneration the teacher was actually paid as an unqualified teacher and the salary (not including any allowances) the teacher would have been paid as a qualified teacher, from the date QTS was effectively obtained to the date when the lump sum is paid.

## **25) Allowances**

### **1. Teaching and Learning Responsibility Payments (TLRs)**

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

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

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

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

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

Having decided to award a TLR, the TET must determine whether to award a first TLR (TLR1) or a second TLR (TLR2) and its value, provided that:

- a) the annual value of a TLR1 must be no less than £9,272 and no greater than £15,690;
- b) the annual value of a TLR2 must be no less than £3,214 and no greater than £7,847

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

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

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

There is no safeguarding of any fixed term TLR payment.

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

## **2. Special Educational Needs (SEN)**

SEN payments will be awarded under the SEN allowance framework.

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

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

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

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

## **3. Allowance Payable to Unqualified Teachers / Specialist Learning Advisors**

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

Taken on a sustained additional responsibility which;

- Is focused on teaching and learning; and
- Requires the exercise of a teacher's professional skills and judgement; or
- Qualifications or experience which bring added value to the role being undertaken.

#### **4. Acting Allowances for Teaching Staff**

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

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

#### **5. Performance Payments to Seconded Teachers**

##### **Where:**

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

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

#### **6. Out of School Learning Activities**

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

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

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

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

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

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

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

## **7. Residential Duties**

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

## **8. Recruitment & Retention Incentive Benefits**

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

## **9. Salary Sacrifice schemes**

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

## **26) Monitoring the Impact of the Pay Policy**

Talent Education Trust will monitor the outcomes and impact of this policy annually through the Executive, HR Committee and Remuneration Committee and discuss these with the trades unions at the school.

This will be done in accordance with legislative changes, changes to the STPCD, and ensuring continuing compliance with equalities legislation.

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

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

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

## Appendix 1 – Talent Education Trust Application to be paid on UPR

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

<b>Years covered by appraisal review statements:</b>

<b>School/s covered by appraisal review statements:</b>

<p><b>Summary of application to progress to UPR:</b>  <i>please ensure you detail with evidence the ways in which you meet the criteria set out in the STPCD and how those are defined in the Pay Policy (section 18) You will reference here evidence gathered and presented through the appraisal process.</i></p>
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*(continue on additional sheets if necessary)*

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<p><b>Declaration</b>          I confirm that at the date of this application I meet the eligibility criteria and I submit the appraisal (and brief supporting evidence as appropriate).</p>
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<b>Signed</b> (applicant):	<b>Date:</b>





## Appendix 2 – Talent Education Trust Pay Progression Recommendation/Outcome Form

Name of member of staff:	
Appraiser:	
Date:	

### Performance Management

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

### Recommendation on Pay Progression

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

## Appendix 3 – Talent Education Trust Payscales 2023 – 2024

<b>Classroom Teachers – Inner London</b>	
<b>Main Pay Range (MPS)</b>	
Min M1	£36,745
M2	£38,491
M3	£40,318
M4	£42,233
M5	£44,615
Max M6	£47,666
<b>Upper Pay Range (UPS)</b>	
Min U1	£52,526
U2	£55,107
Max U3	£56,959

<b>Teaching and Learning Responsibilities (TLRs)</b>	
<b>Payment 1 (TLR1)</b>	
TLR1 minimum	£9,272
TLR1 maximum	£15,690
<b>Payment 2 (TLR2)</b>	
TLR2 minimum	£3,214
TL2 maximum	£7,847
<b>Payment 3 (TLR) (Fixed Term)</b>	
Min	£639
Max	£3,169

<b>Special Educational Needs Allowances</b>	
SEN (Min)	£2,539
SEN (Max)	£5,009

<b>Unqualified Teachers</b>	
Min 1	£25,831
2	£28,194
3	£30,557
4	£32,640
5	£35,000
Max 6	£37,362

<b>Leadership Group Range</b>	<b>£</b>
L1	56,100
L2	57,288
L3	58,500
L4	59,731
L5	61,004
L6	62,304
L7	63,745
L8	65,007
L9	66,402
L10	67,880
L11	69,407
L12	70,807
L13	72,351
L14	73,933
L15	75,545
L16	77,324
L17	78,896
L18	80,655
L19	82,433
L20	84,256
L21	86,119
L22	88,036
L23	89,989
L24	92,007
L25	94,067
L26	96,172
L27	98,332
L28	100,552
L29	102,827
L30	105,160
L31	107,541
L32	109,986
L33	112,502
L34	115,062
L35	117,700
L36	120,389
L37	123,168
L38	125,988
L39	128,840
L40	131,840
L41	134,913
L42	138,062
L43	139,891

<b>Range for Headteachers</b>			
<b>Group</b>	<b>Range of Spine Points</b>	<b>Min £</b>	<b>Max £</b>
1	L6 - L18	62,304	79,856
2	L8 - L21	65,007	85,267
3	L11 - L24	69,407	91,095
4	L14 - L27	73,933	97,359
5	L18 - L31	80,655	106,476
6	L21 - L35	86,119	116,535
7	L24 - L39	92,007	127,564
8	L28 - L43	100,552	139,891

<b>Lead Practitioners Pay Range</b>	
Min 1	56,377
2	57,568
3	58,787
4	60,025
5	61,305
6	62,611
7	64,060
8	65,327
9	66,730
10	68,213
11	69,748
12	71,155
13	72,708
14	74,296
15	75,917
16	77,704
17	79,283
Max 18	81,051