

Pay Policy



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V1.2	22.09.16	J Amerigo	Avec	Performance management grid added	A Mackenzie M Butler	
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V9.0	18.10.23	R Inchiliffe		Streamlined policy and updated in line with STPCD 2023	BoT (Approved via Email)	

Monitoring and Review

This policy is reviewed **annually** by the Policy Owner: **R Inchiliffe**

The scheduled review date for this policy is September 2024.

Values and Ethos

Our values and ethos are inclusive, and child centred. Our Trust is founded on the principles of inclusivity, diversity, and fairness, and they are fundamental to our delivery of exceptional learning experiences.

EVAT stands for:

- **Excellence** and high standards
 - a can-do culture and no-excuses ethos
- **Values driven** with a deep sense of purpose
 - putting children and young people first
 - behaving ethically
- **Ambition** and aspiration for all
 - irrespective of background or barriers – being truly inclusive
- **Teamwork**
 - we do more, better and faster, together

We are a village. We collaborate, with our learners, their families and our communities, to provide exceptional education so that all the children and young people we serve achieve the best possible outcomes.

Our Ethos is to:

- Create a nurturing and friendly atmosphere and provide an environment where everyone feels valued for who they are
- Bring out the best in every child and young person and meet the full range of their individual needs
- Provide different and unique experiences, challenges and activities
- Show tolerance and respect for each other
- Prepare our children and young people for lifelong learning
- Improve the life chances of every child and young person we serve.

Contents

	Page
Introduction / Legal Framework	6
Roles and Responsibilities	6
Chief Executive Pay	8
Principal (Statutory Headteacher) Pay	8
Other Leadership Posts	9
Leading Practitioners	9
Teachers – Main and Upper Pay Scales	10
Pay Progression within Bands	10
Pay Progression between Bands	11
Accelerated Progression	12
Applications to move onto the Upper Pay Range (Band 3 – Expert Teacher)	12
Unqualified Teachers	13
Supply Teachers	14
Allowances – Teaching and Learning Responsibility Payments (TLR)	14
Allowances - Special Educational Needs (SEN)	15
Additional Allowances	16
Pay Protection	16
Appeals – Teaching Staff	16
Support Staff	16
Starting Salaries	16
Incremental Progression	17
Additional Payments	17
Pay Protection	17
Public Sector Equality Duty (Equality Act 2010)	17
Appendix 1 – Pay Scales 2023/24	18
Appendix 2 – Appeals Process (Teaching Staff)	21

1. Introduction / Legal Framework

- 1.1. This policy sets out the framework for making decisions on the pay of all staff within the Trust.
- 1.2. In respect of teachers, this policy has been developed to comply with current legislation and should be read in conjunction with the School Teachers' Pay and Conditions Document (STPCD) as amended and updated from time to time. This policy operates in conjunction with the Trust's Appraisal Policy.
- 1.3. All teaching staff within EVAT are employed in accordance with the provisions of the STPCD. The Trust will consider any recommended future uplift to the national framework and will decide annually on whether such an uplift should be applied to the pay ranges detailed in this policy. The pay review will be completed by 31 October.
- 1.4. In respect of support staff who are not teachers, this policy has been developed to comply with current legislation and should be read in conjunction with the National Joint Council for Local Government Services Pay and Conditions (NJC Green Book) as amended and updated from time to time.
- 1.5. The Trust recognises the requirement that all pay progression decisions for all teaching staff must be linked to annual appraisal of performance. The procedures set out in this policy seek to ensure that this is achieved in a fair, equitable and transparent way.
- 1.6. The Trust will ensure that part-time teachers will be entitled to be paid for their contractual hours pro rata to a full-time teacher and will also be entitled to PPA time, other non-contact time and directed time allocated on a pro rata basis.
- 1.7. In adopting this pay policy, the aim is to:
 - *assure the quality of work across the Trust, including teaching and learning and its impact on student outcomes;*
 - *support recruitment and retention and reward staff appropriately; and*
 - *ensure accountability, transparency, objectivity and equality of opportunity.*

2. Roles and Responsibilities

- 2.1. The Trust is responsible for:
 - *making any pay decisions at an Academy within the Trust through the Trust's Scheme of Delegation;*
 - *in respect of teachers, reviewing each teacher's salary annually with effect from 1 September;*

- *ensuring arrangements are in place for notifying staff of any pay decision,*
- *ensuring that sufficient funds are available in order to support pay decisions;*
- *determining the extent to which specific functions relating to pay; and*
- *monitoring the outcomes of this policy and reviewing any changes as necessary.*

2.2. The Executive Principal / Principal / Head of School of an Academy within the Trust is responsible for:

- *developing clear arrangements for linking teachers' performance to pay progression, in accordance with the Trust's Appraisal Policy;*
- *ensuring that effective appraisal systems are in place for all staff, and that members of staff have the knowledge and skills necessary to apply these procedures fairly;*
- *submitting any pay recommendations for all staff members (except themselves) to the Trust (or those with delegated authority) for approval;*
- *ensuring that the Trust (or those with delegated authority) have sufficient evidence upon which to make decisions regarding pay;*
- *in respect of teachers, keeping them well-informed of any decisions made regarding performance related pay progression, as well as ensuring that written records are held; and*
- *maintaining records or decisions and recommendations made and evidencing that all decisions have been made fairly and reasonably.*

2.3. Trust Chief Executive / Chief Operating Officer / People Team is responsible for:

- *ensuring that effective appraisal systems are in place for all staff, and that members of staff have the knowledge and skills necessary to apply these procedures fairly;*
- *in respect of staff, keeping them well-informed of any decisions made regarding performance related pay progression, as well as ensuring that written records are held; and*
- *maintaining records or decisions and recommendations made and evidencing that all decisions have been made fairly and reasonably.*

2.4. All Staff are responsible for:

- *engaging with their appraisal which includes working alongside their manager to ensure that there is a suitable amount of evidence available in order for an annual pay review determination to be made;*
- *keeping records of their objectives and reviewing them throughout the appraisal process;*
- *ensuring that they share any evidence for their appraisal that they consider relevant with their manager;*
- *appraising the performance of other staff, if delegated to do so by the Executive Principal / Principal / Headteacher / Head of School; and*

- *in respect of teachers, deciding whether they wish to apply for progression to the upper pay range.*

3. Chief Executive Pay

- 3.1. Executive pay is not covered by the STPCD or the Green Book. Pay is related to Trust performance and other factors deemed by the Trust to be relevant and appropriate. The Trust sets and reviews targets and approve pay decisions annually.
- 3.2. The Trust has assigned a seven-point salary range to the post of Chief Executive, taking into account:
- *the nature of the post – (e.g. Is the Trust, or one of its Academies or schools causing concern?);*
 - *the level of qualifications, skills and experience required;*
 - *market conditions;*
 - *the wider context of the Trust and/or the education system*
- 3.3. Pay progression or discretionary payments will be determined by the FARR Pay Sub-Committee based on a successful annual appraisal demonstrating a sustained and high quality of performance and in which objectives relating to the Trust's leadership and management have been addressed.

4. Principal (Statutory Headteacher) Pay

- 4.1. The Trust does not intend to recruit to statutory headship roles; if a school or academy with a serving statutory Headteacher joins the Trust the following will apply. The Trust advised by the Chief Executive will assign a seven-point Individual School Range (ISR) based on the school group size, and any permanent additional relevant factors as determined within the framework of the STPCD. These additional factors will relate to the school context and challenge, and the wider accountability of the Headteacher, which may also include circumstances where:
- *the academy is causing concern;*
 - *without such additional payment the Trust considers that the academy would have substantial difficulty filling a vacant Principal post;*
 - *without such additional payment the Trust considers the academy would have substantial difficulty retaining the existing Principal; or*
 - *the Chief Executive / Executive Principal or an existing Trust Principal appointed as a temporary Headteacher of one or more additional academy.*
- 4.2. The Trust will calculate the school group size at the start of each academic year and determine the appropriate ISR for the year. Other than in

exceptional circumstances the Individual School Range will not exceed 25% of the maximum of the school group size.

- 4.3. The Trust will determine the group size for the school in accordance with the provisions of the STPCD.
- 4.4. On appointment the Principal will be appointed on one of the first 4 points on the ISR.
- 4.5. Progression on the ISR for the Principal will be subject to a review of the Principal's performance set against the annual appraisal review.
- 4.6. The Trust advised by the Chief Executive will ensure that reasons for setting the ISR at a given level are recorded and that the process for the determination of the Principal's salary is fair and transparent.

5. Other Leadership Posts

- 5.1. The Trust will determine a 5-point pay range for all other leadership posts within the minima and maxima for such posts as determined by the STPCD. The Trust has established the pay structure set out in Appendix 1.
- 5.2. The range for individual posts will be determined according to the duties and responsibilities of the post and may vary between posts. A post with a designate deputy role in the absence of the Principal will be remunerated accordingly above the range for other leadership posts.
- 5.3. The Trust will ensure that there is no overlap of pay points between the Principal and any other leadership post, within the same Academy.
- 5.4. On appointment a teacher paid on the leadership scale will normally be appointed on one of the first 3 points on the pay range.
- 5.5. The pay range for teachers paid on the leadership spine will be reviewed by 31 October or at any time during the year where there is a significant permanent change in the duties and responsibilities of the post, or where it is necessary to consider a retention payment for a member of staff on the leadership spine.
- 5.6. Progression on the pay range for a member of staff paid on the leadership scale will be subject to a review of their performance set against the annual appraisal review.

6. Leading Practitioners

- 6.1. The Trust may appoint a teacher as a Leading Practitioner if it is deemed that the primary purpose of the teacher's role is to model and lead the

improvement of teaching skills. This post will carry responsibility for modelling and leading the improvement of teaching skills across the academy.

- 6.2 The pay range for these posts will be within the minimum and maximum of the range for Leading Practitioners contained within the STPCD and will be determined by the role and range of responsibility of each post, which may vary across the Trust.
- 6.3 The starting salary for an appointment to a post on the Leading Practitioner pay range will be determined by the Chief Executive or Executive Principal and will take account of the teacher's skills and experience.
- 6.4 Progression on the pay range for a member of staff paid on the Leading Practitioner pay range will be subject to a review of performance set against the annual appraisal review.

7. Teachers – Main and Upper Pay Scales

- 7.1. The Trust have adopted the pay ranges for main and upper pay scales for classroom teachers as determined by the STPCD. The pay structure is attached as Appendix 1.
- 7.2. The Trust has agreed Career Stage Expectations/Professional Skills Descriptors for each band, which are detailed in the Trust's Appraisal Policy.
- 7.3. A newly appointed teacher will be appointed at a point in the advertised band to take account of their previous salary and relevant experience.
- 7.4. A teacher transferring roles internally within the Trust will continue to be paid the same salary on the main scale (Bands 1 and 2) or the Upper Pay Scale (Band 3) as paid in the previous role.

8. Pay Progression within Bands

- 8.1 Pay progression within bands will be subject to sustained performance towards the next higher band and meeting the relevant teacher standards and Career Stage Expectations / Professional Skills Level Descriptors for that band. Where a teacher's performance does not demonstrate a sustained level and is below the Trust's expectations at that level of post, the FARR Pay Sub-Committee may determine that no incremental progression will be awarded in that year.
- 8.2 Progression within a pay band will be subject to a review of the teacher's performance set against the annual appraisal review and the Teacher Standards. The FARR Pay Sub-Committee may decide to award one increment for sustained high quality performance in line with the Trust's expectations or two increments where performance has exceeded the Trust's

expectations. For teachers on the upper pay spine (Band 3 – Expert Teacher) progression will normally be considered after 2 years of sustained high-quality performance or earlier where performance has exceeded the Trust's expectations.

9. Pay Progression between Bands

9.1 The Trust has determined that, other than in exceptional circumstances, a teacher would not move to Band 2 (Accomplished Teacher) unless they are able to demonstrate:

- *a minimum of 2 year's successful teaching experience;*
- *sustained performance of Band 1 skills;*
- *evidence of the characteristics of Band 2 skills and relevant teacher standards.*

9.2 The Trust has determined that, other than in exceptional circumstances, a teacher would not move to Band 3 (Expert Teacher) unless they are able to demonstrate:

- *A minimum of 3- or 4-years' successful teaching experience;*
- *sustained performance of Band 2 skills;*
- *evidence of the characteristics of Band 3 skills and meet all of the teacher standards.*

9.3 The Trust has determined that progression between bands will be sequential and a teacher will not move more than one band, other than in exceptional circumstances where a teacher's level of performance is significantly above that of the Trust's expectations and meets the requirements of the higher level band.

9.4 The Trust has determined that a teacher appointed to Band 1 (Teacher) would, other than in exceptional circumstances, be expected to have progressed to the Band 2 (Accomplished Teacher) within a maximum of 3 years of taking up their post. In circumstances where a teacher's performance is not at that level it will be addressed through the Trust's Performance Management process.

9.5 A teacher reaching the top of Band 1 will automatically progress to the next band if they meet the criteria for the higher band and are recommended for progression by the appraiser, subject to approval by the relevant Principal / Head of School and the FARR Pay Sub-Committee. Progression to the upper pay range (Band 3) is detailed in section 11 of this policy.

10. Accelerated Progression

- 10.1 The Trust has determined that normally progression within a band will be by annual increments. However, in exceptional circumstances, where a teacher's performance has been of a sustained high quality, exceeding Trust expectations at that level, the Trust may award accelerated progression (of up to two increments) within the band. Progression to the next band will be subject to the criteria for the higher band being met as set out in the previous paragraphs of this section of the policy.

11. Applications to move onto the Upper Pay Range (Band 3 – Expert Teacher)

- 11.1 Any qualified teacher may apply to be paid on the upper pay range. It is the responsibility of the teacher to decide whether they wish to apply. The Trust will consider expressions of interest from a teacher at any point in the year for progression at the start of the following academic year. A teacher can submit one application in any academic year.
- 11.2. To be successful the teacher will need to demonstrate that they meet all the teacher standards and the professional skills level descriptors agreed by the Trust for teachers on the upper pay range (Band 3 – Expert Teacher). The teacher will also need to demonstrate that they have been working at that level for at least 1 appraisal cycle prior to the submission of the application.
- 11.3. As defined in the STPCD, a teacher being considered for a move onto the Upper Pay Spine (Expert Teacher – Band 3) must therefore be able to demonstrate:
- *the teacher is highly competent in all elements of the relevant standards; and*
 - *the teacher's achievements and contribution to the Trust are substantial and sustained.*

In addition, for the purposes of this Pay Policy:

- *'**highly competent**' includes performance which demonstrates that all aspects of teaching over time are at least good and many aspects are outstanding, including evidence to show that the teacher can provide coaching and mentoring to other teachers, model effective teaching practice and show other teachers how to make a wider contribution to the work of their academy/school and/or the Trust which supports them to develop their teaching practice and meet the relevant standards;*
- *'**substantial**' means of significant importance and value to the Trust, being a role model for teaching and learning and making a significant contribution to raising pupil progress and outcomes both in their own classroom and across their academy/school and/or the Trust;*

- **'sustained'** means continuously over a period of at least one appraisal cycle - showing teaching practice which has grown over that period and is now consistently good to outstanding.

- 11.4. Progression to the upper pay range (Band 3 – Expert Teacher) will be considered by the relevant Executive Principal / Principals / Head of School advised by the Chief Executive and a decision notified to the teacher in writing within 20 working days.
- 11.5. If unsuccessful the teacher will be provided with feedback.
- 11.6. Any appeal against the decision, which should be submitted within 10 working days, will be considered in line with the academy Trust's pay appeals procedure set out in Appendix 2.

12. Unqualified Teachers

- 12.1. The Trust will not normally appoint unqualified teachers (UQT), except in circumstances where the recruitment of qualified staff is proving extremely difficult. In any such case, the appointee would be expected to work towards gaining QTS within a defined timeframe.
- 12.2. Any UQT currently in post will be placed on a salary within the range set out in the STPCD. This is attached as Appendix 1.
- 12.3. UQT Point 6 overlap with Points 1 and 2 (Teacher) on the Qualified Teacher scale and therefore the FARR Pay Sub-Committee will take account of the professional skill level descriptors for those teachers in setting the relevant expectations for an unqualified teacher paid at this level.
- 12.4. A newly appointed UQT teacher will usually be appointed at any point in the band determined by the relevant Principal. The initial salary on appointment may be on a probationary basis and subject to performance. This may be reviewed after 6 months, after which time the pay band and relevant pay point will be finalised. The revised salary / pay range will be no lower than the initial salary on appointment. There is a requirement that an UQT would actively seek to acquire qualified teacher status.
- 12.5. Progression within the range will be subject to a review of the teacher's performance set against the annual appraisal review and the appropriate Teacher Standards. The Trust may decide to award one increment for sustained high quality performance or more increments where performance has been exceptional. Where performance has not been of a sustained high quality the Trust may decide that there should be no pay progression. In such circumstances where a teacher's performance is not at the required level this

will be addressed through the Trust appraisal, and possibly performance management policies.

- 12.6. Where an UQT obtains qualified teacher status whilst employed by the Trust, they will transfer to the relevant pay band for qualified teachers at a salary at least equivalent or higher to the salary they were being paid as an UQT.
- 12.7. The Trust may pay additional allowances to an UQT where the teacher has either:
 - *taken on a sustained additional responsibility which is focused on teaching and learning and requires the exercise of a teacher's professional skill and judgement; or*
 - *gained qualifications or experience which bring added value to the role being undertaken.*

13. Supply Teachers

- 13.1. Teachers employed on a supply basis will have their pay determined in line with agreed agency rate cards.
- 13.2. A supply teacher who is employed by the Trust throughout a consecutive period of 12 months will not be paid any more in respect of that period than they would have if they had been in regular employment throughout this period.

14. Allowances – Teaching and Learning Responsibility Payments (TLR)

- 14.1. The Trust will consider awarding qualified classroom teachers with a TLR payment if they undertake sustained additional responsibility for ensuring high-quality teaching and learning. A teacher will not be awarded more than one permanent TLR of any value.
- 14.2. The Trust will award TLR payments within the range prescribed in the STPCD which are set out in Appendix 1.
- 14.3. The Trust will consider awarding a fixed-term TLR3 payment to a qualified classroom teacher for clearly time-limited school improvement projects, or one-off externally driven responsibilities.
- 14.4. The Trust will establish the time frame of any fixed-term payment before the payment is made. The payment will be provided monthly for the duration of the specified fixed term.
- 14.5. The duration of such fixed term TLR3 payments would normally not exceed 1 year, after which time they will be reviewed and may be extended if appropriate.

- 14.6. There will be no pay protection of any fixed term TLR3 payments in the case of a Management of Change exercise.
- 14.7. Teachers are unable to hold a TLR1 payment and a TLR2 payment at the same time; however, they can hold a TLR3 payment with either a TLR1 or TLR2 payment.
- 14.8. To be awarded a TLR3 payment, the Trust will be satisfied that the teacher's additional responsibilities are not required of all other classroom teachers and that they:
- *are focused on teaching and learning;*
 - *require the use of the teacher's professional skills and judgement;*
 - *have an impact on the educational progress of pupils other than those who are in the teacher's assigned classes.*
- 14.9. To be awarded a TLR1 or TLR2 payment, the Trust will be satisfied that the teacher meets all the criteria outlined in point 14.8 as well as responsibilities which:
- *require the teacher to lead, manage and develop a subject or curriculum area or to lead any manage pupil development across the curriculum; and*
 - *involve leading, developing and improving the teaching practice of other teachers.*
 - *Before awarding a TLR1 payment, the Trust will also be satisfied that the teacher's additional responsibility includes acting as a line manager for a significant number of staff.*

15. Allowances - Special Educational Needs (SEN)

- 15.1. The Trust will award SEN allowance within the range prescribed in the STPCD which are set out in Appendix 1.
- 15.2. An SEN allowance will be awarded to a classroom teacher in the following circumstances:
- *in any SEN post that requires a mandatory SEN qualification;*
 - *who teaches pupils in one or more designated special classes or units in the academy, school or Trust;*
 - *in any non-designated setting that is analogous to a designated special class or unit where the post:*
 - *involves a substantial element of working directly with children with SEN;*
 - *requires the exercise of a teacher's professional skills and judgment in the teaching of children with SEN;*

- *has a greater level of involvement in the teaching of children with SEN than is the normal requirement of teachers throughout the academy, school or Trust or unit within the academy or school.*

15.3. The Trust will determine a spot value for each post, taking account of the structure for SEND provision in the Trust and:

- *whether any mandatory qualifications are required for the post;*
- *the qualifications and expertise of the teacher relevant to the post; and*
- *the relative demands of the post.*

16. Additional Allowances

16.1. The Trust may make additional payments to all teachers who agree to undertake additional activities such as continuing professional development (CPD) outside directed time; initial teacher training (ITT) activities; and out-of-school learning activities. Additional payments will be calculated at a daily or hourly rate with reference to each teacher's actual pay spine position or, where appropriate and at the discretion of the Chief Executive.

17. Pay Protection

17.1. The Trust will operate salary protection (safeguarding) arrangements in line with the provisions of part 5 of the STPCD.

18. Appeals – Teaching Staff

18.1. A member of staff may seek a review of any determination in relation to their pay or any decision taken by the Trust (or committee or individual acting with delegated authority) that affects the pay of the member of staff.

18.2. A copy of the appeals process can be found at Appendix 2.

19. Support Staff

19.1. Pay scales adopted by the Trust for support staff will be in line with NJC Green Book and grade / salary ranges are in accordance with local collective agreements.

20. Starting Salaries

20.1. Staff will normally appoint to the minimum of the grade, unless the individual member of staff was previously paid under the same conditions of service at a higher salary, in which case the salary offered on appointment may be equivalent to the previous salary, but not exceeding the maximum of the grade.

21. Incremental Progression

- 21.1 Incremental pay progression will be awarded annually on 1 April each year until the highest point within the grade is reached.
- 21.2 If a staff member is appointed between 1 April – 31 September, they will receive their next increment on 1 April the following year. If appointed between 1 October – 31 March, they will receive their first increment six months after their appointment and then the following April.

22. Additional Payments

- 22.1. The Trust will consider other additional payments for support staff in accordance with the arrangements set out earlier in this document for teaching staff, where these are relevant and appropriate to support staff.

23. Pay Protection

- 23.1. The arrangements for the pay protection (safeguarding) of salaries for support staff will be determined according to the circumstances of the case subject to a maximum of 3 years and will be paid in the following manner:

Year 1 - 100% of basic salary only

Year 2 - 50% of basic salary only

Year 3 - 25% of basic salary only

24. Public Sector Equality Duty (Equality Act 2010)

- 24.1. In preparing or amending this policy, the author has given due regard to the Public Sector Equality Duty; that is they have considered any potential impact on people who share certain protected characteristics. These protected characteristics are defined as: race, disability, sex, age, religion or belief, sexual orientation, pregnancy and maternity and gender reassignment.

Appendix 1 – Pay Scales 2023/24

Teachers

Teachers Main Pay Scale	
M1	£30,000
M2	£31,737
M3	£33,814
M4	£36,051
M5	£38,330
M6	£41,333

Teachers Upper Pay Scale	
U1	£43,266
U2	£44,870
U3	£46,525

Unqualified Teachers Pay Scale	
1	£20,598
2	£22,961
3	£25,323
4	£27,406
5	£29,772
6	£32,134

Allowances

SEN Allowance	
SEN1	£2,539
SEN2	£5,009

TLR 1 Allowance	
TLR1 – D	£9,272
TLR1 – C	£11,410
TLR1 – B	£13,551
TLR1 - A	£15,690

TLR 2 Allowance	
TLR2 – C	£3,213
TLR2 – B	£5,352
TLR2 - A	£7,847

TLR 3 Allowance	
TLR3	£639 - £3,168

Leadership

Leadership Pay Scale				
L1	£47,185		L31b	£98,616
L2	£48,366		L32	£101,066
L3	£49,574		L33	£103,578
L4	£50,807		L34	£106,138
L5	£52,073		L35	£108,776
L6	£53,380		L36	£111,469
L7	£54,816		L37	£114,239
L8	£56,082		L38	£117,067
L9	£57,481		L39	£119,920
L10	£58,958		L40	£122,912
L11	£60,488		L41	£125,982
L12	£61,882		L42	£129,140
L13	£63,429		L43	£131,056
L14	£65,010		L44	£135,675
L15	£66,627		L45	£139,066
L16	£68,400		L46	£142,543
L17	£69,969		L47	£146,104
L18b	£71,729		L48	£149,757
L19	£73,508		L49	£153,500
L20	£75,331		L50	£157,337
L21b	£77,194		L51	£161,270
L22	£79,111		L52	£165,302
L23	£81,070		L53	£169,432
L24b	£83,081		L54	£173,669
L25	£85,146		L55	£178,008
L26	£87,316		L56	£182,459
L27b	£89,413		L57	£187,018
L28	£91,633		L58	£191,694
L29	£93,901		L59	£196,482
L30	£96,239		L60	£201,396

Appendix 2 – Appeals Process (Teaching Staff)

Stage 1 - Informal

- 1.1. Grievances regarding pay matters will be dealt with in accordance with the Trust's appeals procedure.
- 1.2. The Trust strives to resolve all potential pay appeal issues informally where practicable.

Stage 2 - Formal

- 2.1. All staff have the right to raise formal appeals against pay determinations if they feel a pay determination has been unfairly made.
- 2.2. Staff who are dissatisfied with their pay recommendation will first have an informal meeting with their appraiser to discuss the reasons for their dissatisfaction.
- 2.3. If the staff member believes the pay determination to be incorrect following their informal meeting, they may make a representation to the Trust by submitting a formal written statement.
- 2.4. The staff member will be given the opportunity to make representations, provide evidence, ask questions, and bring witnesses forward during their meeting with the Trust.
- 2.5. The Trust will make a final decision and will notify the staff member in writing of the final pay determination.
- 2.6. The Trust will notify the staff member in writing of the appeals decision and the reasons for this decision. This decision is final, and the staff member will not be able to question the determination any further.