



**BEACON EDUCATION**  
AMBITION RESPECT EXCELLENCE

## Pay Policy: Teachers

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## **POLICY FOR DETERMINING TEACHERS' PAY**

### **1. INTRODUCTION**

This policy sets out the framework for making decisions on teachers' pay. It has been developed to comply with current legislation and the requirements of the School Teachers' Pay and Conditions Document (STPCD).

In adopting this pay policy, the aim is to:

- *maximise the quality of teaching and learning across the Trust*
- *support the recruitment and retention of a high quality teacher workforce*
- *enable the Trust to recognise and reward teachers appropriately for their contribution to the Trust*
- *help to ensure that decisions on pay are managed in a fair, just and transparent way whilst eliminating unnecessary bureaucracy for all concerned.*

Pay decisions are made at Trust level.

### **2. PAY REVIEWS**

The Trust will ensure that each teacher's salary is reviewed annually, with effect from 1 September and no later than 31 October each year, and that all teachers are given a written statement setting out their salary and any other financial benefits to which they are entitled.

Reviews may take place at other times of the year to reflect any changes in circumstances or job description 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.

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

### **3. BASIC PAY DETERMINATION ON APPOINTMENT**

The Trust will determine the pay range for a vacancy prior to it being advertised. On appointment it will determine the starting salary within that range to be offered to the successful candidate.

In making such determinations, the Trust may take into account a range of factors, including:

- *the nature of the post*
- *the level of qualifications, skills and experience required*
- *market conditions*
- *the wider school context*

There is no assumption that a teacher will be paid at the same rate as they were being paid in a previous school.

#### **4. PAY PROGRESSION BASED ON PERFORMANCE**

Across the Trust all 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 teacher appraisal are set out in the Trust's appraisal policy.

Decisions regarding pay progression will be made with reference to the teachers' appraisal reports and the pay recommendations that they contain. In the case of Early Career Teachers (ECTs), whose appraisal arrangements are different, pay decisions will be made by means of the statutory induction process. It will be possible for a 'no progression' determination to be made without recourse to the capability procedure.

To be fair and transparent, assessments of performance will be properly rooted in evidence whilst being proportionate to be able to support robust decisions. Across the Trust we will ensure fairness through implementation of robust moderation and quality assurance. We will minimise the impact on workload for individual teachers, line managers and headteachers throughout the process. Objectives and performance management discussions will not be based on teacher generated data and predictions, or solely on the assessment data for a single group of pupils.

The evidence we will use will be proportionate and include the performance of the teacher over the appraisal period, using evidence of their performance against their objectives and the Teachers' Standards collected throughout the appraisal period.

Our appraisal arrangements, including what evidence will support judgements, are set out in full in our appraisal policy and the pay recommendation made in the teacher's appraisal report take account of:

- Advice from the senior leadership team
- Any changes to the responsibilities and expectations of the teacher's role

- The wider school context, including the budget

When deciding pay progression based on performance, we will consider:

- Whether the measures of performance will be absolute or relative or a combination of both
- The levels of performance that will be required for progression to be awarded
- How progression will be differentiated – so that the very highest performers can progress faster.”

Teachers’ appraisal reports will contain pay recommendations. Final decisions about whether or not to accept a pay recommendation will be made by the CEO for all teaching staff having regard to the appraisal report and taking into account advice from the senior leadership team. The Trust will consider its approach in the light of the schools’ budgets and ensure that appropriate funding is allocated for pay progression at all levels. The decision can be ‘no pay progression’ without triggering the capability policy.

## **5. MOVEMENT TO THE UPPER PAY RANGE**

### **Applications and Evidence**

Any qualified teacher may 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 they wish to apply to be paid on the upper pay range.

Applications may be made only once in each school year but may be made at any point up to the 31 October following. For example, a teacher who moves to the top of the Main Pay Range on 1 September 2019 may apply for threshold assessment at any point between then and 31 October 2020.

If a teacher is simultaneously employed at another school(s), they may submit separate applications if they wish to apply to be paid on the upper pay range in that school or schools. This school will not be bound by any pay decision made by another school.

All applications should include the results of reviews or appraisals under the 2011 or 2012 regulations, including any recommendation on pay (or, where that information is not applicable or available, a statement and summary of evidence to demonstrate that the applicant has met the assessment criteria). Applications should contain evidence from the two most recent consecutive appraisals which clearly demonstrate that the teacher achieved their personal objectives, was assessed as meeting the relevant standards (Teachers’ Standards) and that their teaching was assessed as consistently good over the preceding two years. In addition, the application should contain evidence that the teacher meets the

criteria for progression to the Upper Pay Range. Applications should be submitted in writing, citing the required evidence, to the Headteacher within the specified timescale. The Headteacher will make the initial assessment which will be validated by the CEO.

## **The Assessment**

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

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

For the purposes of this pay policy:

- 'highly competent' means performance which is not only good but also 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 of real importance, validity or value to the school; plays a critical role in the life of the school; provides a role model for teaching and learning; makes a distinctive contribution to the raising of pupil standards; takes advantage of appropriate opportunities for professional development and uses the outcomes effectively to improve pupils' learning; and
- 'sustained' means maintained continuously over at least the previous two school years.

The application will be assessed robustly, transparently and equitably, by the Headteacher and agreed by the CEO.

## **Processes and procedures**

The assessment will be made within 10 working days of the receipt of the application or the conclusion of the appraisal process, whichever is later.

The CEO will make the determination as to whether the application is successful. If successful the teacher will be placed on the minimum of the Upper Pay Range.

If successful, applicants will move to the Upper Pay Range from the start of the academic year on 1 September.

1. If unsuccessful, feedback will be provided by the Headteacher in writing within 5 working days of the meeting, giving clear reasons and areas for development.

Any appeal against a decision not to move the teacher to the Upper Pay Range will be heard under the Trust's general appeals arrangements.

### **Pay progression for unqualified teachers**

Eligible unqualified teachers will be automatically considered for further progression and no application will be necessary. However annual pay progression within the range is not automatic and decisions regarding pay progression will be clearly attributable to the teacher's performance with reference to the appraisal process.

Judgements of performance will be made in relation to appraisal outcomes and meeting objectives. The minimum expectation to achieve pay progression is:

All objectives are met;

The quality of the teaching throughout the year is good; and

Pupil progress targets achieved for all groups.

Additional progression will be considered for unqualified teachers who demonstrate:

All objectives are at least met;

The quality of teaching throughout the year is considered exceptional and exceeds expectations; and

Progress targets exceeded in the majority of groups or pupils.

## **6. PART-TIME TEACHERS**

Teachers employed on an ongoing basis at a school but who work less than a full working week are deemed to be part-time. The Trust 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 and working time arrangements and by comparison with the school's timetabled teaching week for a full-time teacher in an equivalent post.

## **7. SHORT NOTICE/SUPPLY TEACHERS**

Teachers employed on a day-to-day or other short notice basis will be paid on a daily basis calculated on the assumption that a full working year consists of 195 days; periods of employment for less than a day being calculated pro-rata.

## **8. MONITORING THE IMPACT OF THE POLICY**

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

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