

Pay Policy

TEAM Education Trust



Revisions approved by:	Trust Board	Date: 14 November 2024
Last reviewed on:	25 October 2024	
Next review due by:	31 October 2025	
List of Associated Policies:	TEAM Financial Procedures School teachers' pay and conditions document and guidance on school teachers' pay and conditions TEAM Scheme of Financial Delegation Academy Trust Handbook	

Version History

Version	Date	Detail	Author
1	01.10.20	Original Policy	
2	13.05.21	This policy has been reviewed by Keystone, no amendments required	SBA
3	01.03.22	Update Appendix & Associate Policies	NCO
4	11.10.23	Appendices to include the current pay scales	NCO
5	25.10.24	Appendices to include the current pay scales and NJC pay scales	NCO

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1. Introduction

This policy sets out the framework for making pay decisions for all employees of T.E.A.M. Education Trust (“The Trust”).

This policy does not form part of the terms and conditions of employees’ employment with the Trust and is not intended to have contractual effect. The Trust reserves the right to amend or vary this policy at any time and will inform employees when the policy is updated.

The Trust will comply with current legislation and the requirements of TUPE. It also intends to broadly comply with the provisions of the current School Teachers’ Pay and Conditions Document (STPCD) going forward, but in the case of any conflict between this policy and the STPCD, this policy will take precedence.

The Trust has given a commitment to comply with the key provisions the STPCD, as part of its commitment to become the employer of choice and to be able to recruit and retain the best employees. It is important therefore that our schools and the Trust apply terms and conditions of employment in line with the framework set out in this policy, along with any other relevant legislation that affects all employers (particularly, for example, legislation on equality, employment protection and data protection). All procedures for determining pay should be consistent with the principles of public life - objectivity, openness and accountability.

The primary aims of this policy are to:

- support the recruitment and retention of a high quality workforce;
- enable the Trust to recognise and reward employees appropriately for their contribution to the Trust; and
- ensure that decisions on pay are managed in a fair and transparent way.

Pay decisions are made by the Local Governing Body and the Principal is authorised to administer this policy on its behalf.

The Trust may, from time to time, use ‘casual workers’ or support apprenticeships. These types of workers and their pay arrangements are outlined in this document.

All provisions detailed in this policy relate to full time staff and will be pro-rata for part time employees.

2. Confidentiality

All information regarding the pay of individual employees, whether verbal or written, must be treated as strictly confidential and not communicated to anyone who is not directly involved in the process. Breach of confidentiality may be treated as a disciplinary matter.

3. Equal opportunities

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

4. Review and monitoring

The Trust will review this policy on an annual basis.

5. Teachers' pay: initial determination

The Trust will determine the likely pay range for a vacancy prior to advertising it. 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 but not limited to:

- the nature of the post;
- the level of qualifications, skills and experience required;
- the pay of current employees doing the same or a similar job; and
- market conditions and the wider Trust context.

There is no expectation that an employee should be paid the same salary that they received in a different school or academy.

5.1. Unqualified teachers

The Trust will pay an unqualified teacher on one of the employment based routes into teaching on the unqualified teachers' pay scale. The Trust may pay an additional unqualified teachers' allowance if it considers that the basic salary is not adequate, having regard to the unqualified teacher's responsibilities, qualifications and experience. Such an allowance may be awarded where the teacher has:

1. Taken on a sustained additional responsibility which is:
 - a. focused on teaching and learning; and
 - b. requires the exercise of a teacher's professional skills and judgement; or
2. Qualifications or experience which bring added value to the role undertaken.

5.2 Leadership pay

The Principal and any Associate Principals/Assistant Associate Principals in this Trust will each be assigned a pay scale which falls within the Leadership Group Pay Range set out in the current STPCD.

The Principal's pay scale will be set by the Governing Body after taking into account the appropriate Principal group in the current STPCD and the needs of the School and can be changed in order to attract or retain a Principal or when there have been significant changes in the responsibilities of the Principal.

The pay scale for Associate and Assistant Principals will be set by the Governing Body after taking into account the current STPCD and the Principal's pay scale and can be changed in order to attract or retain an Associate or Assistant Principal or when there have been significant changes in the responsibilities of a serving Associate or Assistant Principal.

All members of the Leadership Group must demonstrate sustained high quality of performance with particular regard to leadership, management and pupil progress at the Trust. There will be no automatic pay progression for teachers in the Leadership Group: progression (if any) up the leadership group pay range will depend on performance in relation to agreed objectives.

Teachers on the Leadership Group Pay Range are not subject to the provisions of the STPCD regarding directed time and may be required to work for more than 195 days and 1265 hours per year in order to fulfil the responsibilities of their position.

5.3 Supply Teachers

Teachers employed on a day-to-day or other short notice basis will be paid based on a reference salary on the Main Pay Range in the STPCD. Pay will be calculated on a daily basis using the assumption that a full working year consists of 195 days, and periods of employment for less than a day will be calculated on a pro-rata basis.

5.4 Teaching And Learning Responsibility Payments (TLRs)

Teaching and Learning Responsibility payments (TLRs) will be awarded to posts identified in the Trust's staffing structure in accordance with the STPCD. In order to qualify for a TLR payment the teacher's duties must include a significant responsibility that is not required of all classroom teachers which:

1. is focused on teaching and learning;
2. requires the exercise of a teacher's professional skills and judgement;
3. requires the teacher to lead, manage and develop a subject or curriculum area; or to lead and manage pupil development across the curriculum;
4. has an impact on the educational progress of other than the teacher assigned classes or groups of pupils; and
5. involves leading, developing, and enhancing the teaching practice of other staff.

In order to qualify for a TLR1 payment, the significant responsibility defined above must include line management responsibility for a significant number of people; otherwise a TLR2 payment will be appropriate. A teacher cannot hold a TLR1 and a TLR2 concurrently, but a teacher who receives either a TLR1 or a TLR2 may also hold a concurrent TLR3. A TLR can be based on a job description that includes several different areas of significant responsibility. TLR3 payments are awarded on a fixed term basis for clearly time-limited Trust improvement projects or external responsibilities.

A TLR payment is attached to a specific post in the Trust's staffing structure and therefore may only be held by two or more people if they are job-sharing that post. TLRs awarded to part-time teachers must be paid on a pro rata basis.

5.5. Special Educational Needs allowances

The Trust may award a SEN allowance to a classroom teacher who would qualify for such an allowance under the relevant provisions of the STPCD. Where a SEN allowance is to be paid, the Trust will determine the value of the allowance, taking into account the structure of the Trust's SEN provision; the qualifications or expertise of the teacher relevant to the post; and the relative demands of the post.

5.6. Teachers' Pay: Annual Reviews And Progression

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. All teachers will be provided with an annual statement setting out their salary and any other financial benefits to which they are entitled.

The Principal's salary will be reviewed with effect from 1 September and no later than 31 December each year. The Principal will be provided with an annual statement setting out his/her salary and any other financial benefits to which he/she is entitled.

Pay reviews may take place at other times of the year following changes in circumstances or job description that affect the basis for calculating an individual's pay. A written statement will be provided if pay is changed following such a review.

5.7 Safeguarding

The Trust operates a system of “safeguarding” pay for a period of three years in respect of pay increases or allowances awarded after 31 December 2005. 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.

5.8 Inflationary pay increases

The STRB produces an annual report recommending whether the pay scales in the STPCD should be uplifted. In recent years an increase has been recommended to the minima and maxima of each pay scale, but schools and trusts have total discretion as to whether to apply an increase to any intermediary points, while bearing in mind that pay increases for individual teachers must always be justified by good performance.

This Trust will consider the STRB recommendation and the new STPCD each year before deciding whether to uplift the teacher pay scales (current version provided in Appendix B). The minima of each pay range will usually be uplifted in line with the STPCD, but other increases will be at the discretion of the Governing Body who will take into account affordability, overall Trust performance and market conditions.

5.9 Pay progression based on performance

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 Trust’s appraisal procedure contains further information about the appraisal process.

Subject to the Trust’s appraisal procedure, teachers will be eligible for pay progression if they meet all their objectives, are fully meeting the relevant standards, and all their teaching is assessed as being at least good. The rate of progression may be differentiated according to individual teacher performance. The appraisal report will indicate whether a teacher should be considered for pay progression.

Decisions regarding pay progression for each teacher will be made with reference to their appraisal report and the pay recommendation it contains. Newly qualified teachers will usually be appointed at the minima of the Main Pay Scale and recommended for pay progression if they successfully complete their induction year.

As set out in the Trust’s Appraisal process the appraisal report should contain: Details of the objectives, an assessment of performance against those objectives and the relevant standards, an assessment of any continuing professional development needs, any aspirations and any actions recommended to progress them. Finally, the report should contain a recommendation on pay.

The appraisal reports will be reviewed by the Principal and relevant line managers for the purposes of moderation.

The moderated reports will then be passed to Governing Body for final consideration of the pay recommendations contained within them. These recommendations can either be approved (and a pay increase awarded in line with the report) or rejected (in which case no increase will be awarded). The Trust will ensure that appropriate funding is allocated for performance based pay progression at all levels.

Where a teacher is absent due to long term sickness absence during the academic year or at the time of a salary review, decisions will be contingent upon individual circumstances

and based on the employee's performance during relevant periods of attendance. Where a teacher is absent due to pregnancy or maternity or adoption or shared parental leave, decisions will be no less favourable than if the employee had not been absent due to such reasons.

If a Teacher is unhappy with the pay decision he/she may appeal the decision in regard to his/her pay using the process outlined at Appendix A.

5.10 Progression to Upper Pay Range

Any qualified teacher may apply to be paid on the Upper Pay Range and applications will be assessed in line with this policy. It is the responsibility of the teacher to decide whether or not they wish to apply to be paid on the Upper Pay Range. It is usual for teachers to consider applying for progression after approximately 5 years' teaching experience, by which time they are likely to be able to achieve and sustain the necessary level of competence and contribution. However in exceptional cases teachers may feel ready at an earlier stage, whereas other teachers may decide not to apply for progression until later in their career.

Applications to be paid on the Upper Pay Range may be made once a year, in writing, to the Principal, using the Threshold Application form in Appendix D. Teachers are encouraged to discuss with their line manager or appraiser their intention to apply for progression at an early stage in the preceding academic year, for example when their performance objectives are being set, so that they can be supported to achieve the required standards and gather the necessary evidence to demonstrate their achievements and contribution.

An application to be paid on the Upper Pay Range should include the results of at least two recent appraisals together with a statement explaining how the applicant has met the assessment criteria and supporting evidence. An application will be successful where the Principal is satisfied that:

- 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.

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 Trust, 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; playing a critical role in the life of the school; providing a role model for teaching and learning; making a distinctive contribution to the raising of pupil standards; taking advantage of appropriate opportunities for professional development and using the outcomes effectively to improve pupils' learning; and
- 'sustained' means maintained continuously over two academic years.

The application will be assessed by the Principal following a meeting with the teacher to discuss their application. The Principal may also seek supporting evidence from the teacher's line manager and the appropriate head of Key Stage. The decision will be communicated verbally and confirmed in writing within 5 working days.

If successful, the teacher will move to the Upper Pay Scale with effect from 1 September in the year following that in which the application is approved, unless the Principal agrees to

an earlier effective date. The teacher will be placed on the minimum point of the Upper Pay Range.

If unsuccessful, feedback will be provided by the Principal which includes an explanation of where the teacher was assessed to be falling short of the progression criteria. Any appeal against a decision not to move the teacher to the Upper Pay Scale will be heard under the Appeal arrangements set out in Appendix A.

5.11 Progression on Upper Pay Range

A teacher will need to show that they are continuing to meet the criteria for progression to the Upper Pay Range, as well as their performance objectives and the relevant standards, in order to achieve pay progression whilst on the Upper Pay Range. [Teachers on the Upper Pay Range will usually need to achieve two consecutive successful appraisals in order to achieve pay progression.](#)

Decisions regarding pay progression for teachers already on the Upper Pay Range will be made with reference to their appraisal report and the pay recommendation it contains.

As set out in the Trust's Appraisal process the appraisal report should contain: Details of the objectives, an assessment of performance against those objectives and the relevant standards, an assessment of any continuing professional development needs, any aspirations and any actions recommended to progress them. Finally, the report should contain a recommendation on pay.

The appraisal reports will be reviewed by the Principal and relevant line managers for the purposes of moderation.

The moderated reports will then be passed to Governing Body for final consideration of the pay recommendations contained within them. These recommendations can either be approved (and a pay increase awarded in line with the report) or rejected (in which case no increase will be awarded). The Trust will ensure that appropriate funding is allocated for performance based pay progression at all levels.

If a Teacher is unhappy with the pay decision he/she may appeal the decision in regard to his/her pay using the process outlined at Appendix A.

5.12 Stepping down from Upper Pay Range

A teacher may request to be moved down the pay scales (for example from the Upper Pay Range to Main Pay Range). This may be for personal reasons (such as to improve work/life balance, or to manage a health condition, or as part of a planned move towards retirement) or for professional reasons (for example if a teacher decides that he/she prefers classroom practice to leadership and management activities, or wishes to develop a new skill set such as SEN expertise). Such a request can be made to the Principal at any time and will be discussed with the teacher before a decision is made, based on individual circumstances and the needs of the Trust.

A teacher may also be offered downward movement on the pay scale as an alternative to formal capability action or during the course of capability action, in order to enable the teacher to focus on improving their classroom practice by removing additional responsibilities. This may be offered as either a temporary or permanent adjustment, and will not usually be considered until after the teacher has been offered support.

Where downward movement is requested or agreed by the teacher, pay safeguarding will not apply but a reduced period of safeguarding may be considered at the discretion of the Trust.

6. Support Staff Pay: Initial Determination

All support staff at the Trust are paid at the appropriate grade on the same pay spine (see Appendix C). The Trust's support staff includes employees performing the following roles:

- Classroom support staff such as teaching assistants
- Clerical, administrative, financial, bursars and business managers;
- Pastoral staff including learning mentors;
- Site staff
- Midday supervisors
- Cleaning staff

The Trust may also employ casual staff on an hourly paid basis where the requirement for certain types of work is not predictable: for example bank staff covering support staff absences, exam invigilators, music or sports instructors. Hourly rates for casual staff will depend on the qualifications required for the post and will be uplifted to include an allowance for holiday pay.

The Trust has full discretion to determine the grades of newly appointed support staff and the point of entry onto the grade. However, the Trust must have regard to the responsibilities of the post and to the pay scales, terms and grading applicable for similar roles of work when deciding the grade for a post. The point of entry on the grade will usually be at the minimum point but the Trust may pay at a higher incremental point if this is justified by a new employee's skills or experience.

The Trust has discretion to temporarily re-grade staff who are covering for absent colleagues at a higher grade. Consideration can be given to the payment of an acting allowance once a member of the support staff has been covering the duties of an absent colleague for more than four weeks, and may be backdated to the start of the acting up period. If the relevant duties and responsibilities are being shared then consideration may be given to paying an honorarium.

The Trust may consider payment of an honorarium in other situations, with the amount depending on the circumstances of each case. In general this is likely to be considered when an employee performs duties beyond his/her normal role for a specific task or over an extended period or where the additional duties and responsibilities are exceptionally onerous and required by the Principal.

6.1 Support Staff Pay: Annual Reviews And Progression

6.1.1 Inflationary pay increases

The Trust will consider applying an inflationary increase to its pay scale for support staff each year, to become effective on either 1 April or 1 September. It is currently anticipated that a 1% increase will be considered each year in line with public sector pay, however a higher or lower amount may be considered depending on affordability.

6.1.2 Pay progression [based on performance]

All members of support staff can expect to receive regular, constructive feedback on their performance and are subject to annual appraisal that recognises their strengths and supports their future development.

Progression to the top of the relevant pay grade will depend on good performance as assessed in the annual appraisal and the recommendation contained within the appraisal report. Support staff will be eligible for pay progression if they meet all their performance objectives and relevant standards and receive a recommendation for pay progression within their appraisal report.

As set out in the Trust's Appraisal process the appraisal report should contain: Details of the objectives, an assessment of performance against those objectives and the relevant standards, an assessment of any continuing professional development

needs, any aspirations and any actions recommended to progress them. Finally, the report should contain a recommendation on pay.

The appraisal reports will be reviewed by the Principal and relevant line managers for the purposes of moderation.

The moderated reports will then be passed to Governing Body for final consideration of the pay recommendations contained within them. These recommendations can either be approved (and a pay increase awarded in line with the report) or rejected (in which case no increase will be awarded). The Trust will ensure that appropriate funding is allocated for performance based pay progression at all levels.

If an employee is unhappy with the pay decision (or lack of pay progression) he/she may appeal the decision in regard to his/her pay using the process outlined at Appendix A.

Where an employee is absent due to long term sickness during the academic year or at the time of a salary review, pay and appraisal decisions will take into account individual circumstances and will be based on the employee's performance during relevant periods of attendance. Where an employee is absent due to pregnancy or maternity or adoption or shared parental leave, decisions will be no less favourable than if the employee had not been absent due to such reasons.

1. Principles

- 1.1 An employee who wishes to appeal a decision in relation to his/her pay must comply with this procedure. The matter should not be raised or dealt with under the Trust's Grievance Policy and Procedure. The reasons for seeking a review may include the person or Committee who made the decision having:
 - (a) incorrectly applied any provision of the pay policy;
 - (b) failed to have proper regard for statutory guidance;
 - (c) failed to take proper account of relevant evidence;
 - (d) took account of irrelevant or inaccurate evidence;
 - (e) being biased; or
 - (f) unlawfully discriminated against the employee.
- 1.2 The employee will receive written confirmation of the pay determination and where applicable the basis on which the decision was made. If the employee is not satisfied, he/she should seek to resolve this by raising the matter informally with the Principal within ten working days of the decision. The Principal will arrange a meeting without unreasonable delay.
- 1.3 If the employee is not satisfied with the outcome of the informal discussion with the Principal then he/she may follow the formal appeal process.

2. Formal Appeal Process

- 2.1 The employee will provide in writing the specific grounds for questioning the pay decision together with evidence which s/he considers should be taken into account. The appeal letter must be sent to the person or committee who made the decision within ten working days of the pay determination or the informal discussion with the Principal.
- 2.2 Members of the Trust Board who were not party to the original decision will form a panel to hear the appeal.
- 2.3 The appeal hearing should be held without unreasonable delay following receipt of the letter of appeal.
- 2.4 The panel may invite the Principal to the hearing and he/she will provide the meeting with any relevant information required by the Governors. No specific information concerning the remuneration of other members of staff shall be given in the presence of the employee for whom the appeal is being heard. Where the panel requests such pay information from the Principal, it will be conveyed confidentially to them alone. The employee may ask questions of the Principal.
- 2.5 The employee will be given the opportunity to make representations in person and may be accompanied by a work colleague or union representative.
- 2.6 The panel will carefully consider all the evidence that is presented before making a decision. The outcome of the appeal will be communicated to the employee in writing without unreasonable delay and will include reasons for the decision.
- 2.7 The decision of the panel at the appeal hearing is final.

Appendix B. Teachers' Pay Scales 2023 - 24

Classroom Teachers

SPINE POINT	1 SEPT 2022 TO 31 AUG 2023	1 SEPT 2023 TO 31 AUG 2024
Main Pay Range (MPR)		
Min M1 [1]	£28,000	£30,000
M2	£29,800	£31,737
M3	£31,750	£33,814
M4	£33,850	£36,051
M5	£35,990	£38,330
Max M6	£38,810	£41,333
Upper Pay Range (UPR)		
Min U1 [1]	£40,625	£43,266
U2	£42,131	£44,870
Max U3	£43,685	£46,525

Teaching and Learning Responsibilities (TLRs)

	1 SEPT 2022 TO 31 AUG 2023	1 SEPT 2023 TO 31 AUG 2024
Payment 1 (TLR1)		
Min	£8,706	£9,272
Max	£14,732	£15,690
Payment 2 (TLR2)		
Min	£3,017	£3,214
Max	£7,368	£7,847
Payment 3 (TLR) (Fixed Term)		
Min	£600	£639
Max	£2,975	£3,169

The NASUWT recommends that if the relevant body awards TLRs of different annual values to two or more teachers, the minimum difference in the annual value between each award of a TLR1 is £1,500 and between each award of a TLR 2 is £1,500.

Special Educational Needs Allowances

	1 SEPT 2022 TO 31 AUG 2023	1 SEPT 2023 TO 31 AUG 2024
SEN (Min)	£2,384	£2,539
SEN (Max)	£4,703	£5,009

Lead Practitioners

SPINE POINT	1 SEPT 2022 TO 31 AUG 2023	1 SEPT 2023 TO 31 AUG 2024
Min 1	£44,523	£47,417
2	£45,639	£48,606
3	£46,778	£49,819
4	£47,941	£51,058
5	£49,136	£52,330
6	£50,368	£53,642
7	£51,725	£55,088
8	£52,917	£56,357
9	£54,239	£57,765
10	£55,633	£59,250
11	£57,075	£60,785
12	£58,391	£62,187
13	£59,850	£63,741
14	£61,343	£65,331
15	£62,869	£66,956
16	£64,541	£68,737
17	£66,022	£70,314
Max 18	£67,685	£72,085

Unqualified Teachers

SCALE POINT	1 SEPT 2022 TO 31 AUG 2023	1 SEPT 2023 TO 31 AUG 2024
Min 1	£19,340	£20,598
2	£21,559	£22,961
3	£23,777	£25,323
4	£25,733	£27,406
5	£27,954	£29,772
Max 6	£30,172	£32,134

Leadership Group

SPINE POINT	1 SEPT 2022 TO 31 AUG 2023	1 SEPT 2023 TO 31 AUG 2024
L1 [1]	£44,305	£47,185
L2	£45,414	£48,366
L3	£46,548	£49,574
L4	£47,706	£50,807
L5	£48,895	£52,074
L6	£50,122	£53,380
L7	£51,470	£54,816
L8	£52,659	£56,082
L9	£53,973	£57,482
L10	£55,360	£58,959
L11	£56,796	£60,488
L12	£58,105	£61,882
L13	£59,558	£63,430
L14	£61,042	£65,010
L15	£62,561	£66,628
L16	£64,225	£68,400
L17	£65,699	£69,970
L18	£67,351	£71,729
L19	£69,022	£73,509
L20	£70,733	£75,331
L21	£72,483	£77,195
L22	£74,283	£79,112
L23	£76,122	£81,070
L24	£78,010	£83,081
L25	£79,949	£85,146

L26	£81,927	£87,253
L27	£83,956	£89,414
L28	£86,040	£91,633
L29	£88,170	£93,902
L30	£90,365	£96,239
L31	£92,597	£98,616
L32	£94,898	£101,067
L33	£97,256	£103,578
L34	£99,660	£106,138
L35	£102,137	£108,776
L36	£104,666	£111,470
L37	£107,267	£114,240
L38	£109,922	£117,067
L39	£112,601	£119,921
L40	£115,410	£122,912
L41	£118,293	£125,983
L42	£121,258	£129,140
L43	£123,057	£131,056

Ranges for Principals

GROUP	RANGE OF SPINE POINTS	SALARY RANGE 1 SEPT 2022 TO 31 AUG 2023	SALARY RANGE 1 SEPT 2023 TO 31 AUG 2024
1	L6 - L18	£50,122 - £66,684	£53,380 - £71,019
2	L8 - L21	£52,659 - £71,765	£56,082 - £76,430
3	L11 - L24	£56,796 - £77,237	£60,488 - £82,258
4	L14 - L27	£61,042 - £83,126	£65,010 - £88,530
5	L18 - L31	£67,351 - £91,679	£71,729 - £97,639
6	L21 - L35	£72,483 - £101,126	£77,195 - £107,700
7	L24 - L39	£78,010 - £111,485	£83,081 - £118,732
8	L28 - L43	£86,040 - £123,057	£91,633 - £131,056

Derbyshire County Council Pay scales (DCC)

Grade	Pay point	Salary rate	Hourly rate
Grades 1/2	1	£23,473	£12.17
Grade 3	2	£23,656	£12.26
Grade 4	3	£24,027	£12.45
Grade 5	4	£24,404	£12.65
	5	£24,790	£12.85
Grade 6	6	£25,183	£13.05
	7	£25,638	£13.29
Grade 7	8	£26,248	£13.61
	9	£26,887	£13.94
	10	£27,524	£14.27
	11	£28,161	£14.60
Grade 8	12	£28,797	£14.93
	13	£29,434	£15.26
	14	£30,072	£15.59
	15	£30,708	£15.92
Grade 9	16	£31,344	£16.25
	17	£31,981	£16.58
	18	£32,618	£16.91
	19	£33,253	£17.24
Grade 10	20	£34,324	£17.79
	21	£35,391	£18.35
	22	£36,460	£18.90
	23	£37,529	£19.45
Grade 11	24	£38,629	£20.02
	25	£39,729	£20.59
	26	£40,828	£21.16
	27	£41,928	£21.73
Grade 12	28	£43,055	£22.32
	29	£44,182	£22.90
	30	£45,312	£23.49
	31	£46,439	£24.07
Grade 13	32	£47,653	£24.70
	33	£48,867	£25.33
	34	£50,081	£25.96
	35	£51,296	£26.59

Grade 14	36	£53,166	£27.56
	37	£55,135	£28.58
	38	£57,107	£29.60
	39	£59,080	£30.62
Grade 15	40	£61,048	£31.64
	41	£63,019	£32.67
	42	£64,991	£33.69
	43	£66,960	£34.71
Grade 16	44	£68,994	£35.76
	45	£71,027	£36.82
	46	£73,059	£37.87
	47	£75,092	£38.92
Grade 17	48	£88,880	£46.07
	49	£91,051	£47.20
	50	£93,223	£48.32
	51	£95,393	£49.45
	52	£97,566	£50.57
Grade 18	53	£101,540	£52.63
	54	£104,028	£53.92
	55	£106,517	£55.21
	56	£109,004	£56.50
	57	£111,491	£57.79
Grade 19	58	£107,086	£55.51
	59	£109,712	£56.87
	60	£112,337	£58.23
	61	£114,965	£59.59
	62	£117,592	£60.95
Grade 20	63	£128,962	£66.85
	64	£132,135	£68.49
	65	£135,306	£70.14
	66	£138,482	£71.78
	67	£141,653	£73.43
Grade 21	68	£175,405	£90.92
	69	£180,605	£93.62
	70	£185,963	£96.39
	71	£191,480	£99.25

NJC Pay Scales

Grade	SCP	1 April 2024		1 April 2023		Grade	SCP	1 April 2022		1 April 2021	
		Basic pay	Hourly rate	Basic pay	Hourly rate			Basic pay	Hourly rate	Basic pay	Hourly rate
						A	1	£20,258	£10.50	£18,333	£9.50
A	2	£23,656	£12.26	£22,366	£11.59	B	2	£20,441	£10.60	£18,516	£9.60
B	3	£24,027	£12.45	£22,737	£11.79	B	3	£20,812	£10.79	£18,887	£9.79
B	4	£24,404	£12.65	£23,114	£11.98	C	4	£21,189	£10.98	£19,264	£9.99
C	5	£24,790	£12.85	£23,500	£12.18	C	5	£21,575	£11.18	£19,650	£10.19
C	6	£25,183	£13.05	£23,893	£12.38	C	6	£21,968	£11.39	£20,043	£10.39
C	7	£25,584	£13.26	£24,294	£12.59	D	7	£22,369	£11.59	£20,444	£10.60
D	8	£25,992	£13.47	£24,702	£12.80	D	8	£22,777	£11.81	£20,852	£10.81
D	10	£26,835	£13.91	£25,545	£13.24	D	10	£23,620	£12.24	£21,695	£11.25
D	11	£27,269	£14.13	£25,979	£13.47	D	11	£24,054	£12.47	£22,129	£11.47
D	12	£27,711	£14.36	£26,421	£13.69	D	12	£24,496	£12.70	£22,571	£11.70
E	16	£29,572	£15.33	£28,282	£14.66	E	16	£26,357	£13.66	£24,432	£12.66
E	18	£30,559	£15.84	£29,269	£15.17	E	18	£27,344	£14.17	£25,419	£13.18
E	19	£31,067	£16.10	£29,777	£15.43	E	19	£27,852	£14.44	£25,927	£13.44
E	21	£32,115	£16.65	£30,825	£15.98	E	21	£28,900	£14.98	£26,975	£13.98
E	22	£32,654	£16.93	£31,364	£16.26	E	22	£29,439	£15.26	£27,514	£14.26
F	24	£34,314	£17.79	£33,024	£17.12	F	24	£31,099	£16.12	£29,174	£15.12
F	25	£35,235	£18.26	£33,945	£17.59	F	25	£32,020	£16.60	£30,095	£15.60
F	26	£36,124	£18.72	£34,834	£18.06	F	26	£32,909	£17.06	£30,984	£16.06
F	27	£37,035	£19.20	£35,745	£18.53	F	27	£33,820	£17.53	£31,895	£16.53
F	28	£37,938	£19.66	£36,648	£19.00	F	28	£34,723	£18.00	£32,798	£17.00
G	29	£38,626	£20.02	£37,336	£19.35	G	29	£35,411	£18.35	£33,486	£17.36
G	30	£39,513	£20.48	£38,223	£19.81	G	30	£36,298	£18.81	£34,373	£17.82
G	31	£40,476	£20.98	£39,186	£20.31	G	31	£37,261	£19.31	£35,336	£18.32
G	32	£41,511	£21.52	£40,221	£20.85	G	32	£38,296	£19.85	£36,371	£18.85
G	33	£42,708	£22.14	£41,418	£21.47	G	33	£39,493	£20.47	£37,568	£19.47
H	34	£43,693	£22.65	£42,403	£21.98	H	34	£40,478	£20.98	£38,553	£19.98
H	35	£44,711	£23.17	£43,421	£22.51	H	35	£41,496	£21.51	£39,571	£20.51
H	36	£45,718	£23.70	£44,428	£23.03	H	36	£42,503	£22.03	£40,578	£21.03
H	37	£46,731	£24.22	£45,441	£23.55	H	37	£43,516	£22.56	£41,591	£21.56
H	38	£47,754	£24.75	£46,464	£24.08	H	38	£44,539	£23.09	£42,614	£22.09
T	40	£49,764	£25.79	£48,474	£25.13	T	40	£46,549	£24.13	£44,624	£23.13
T	41	£50,788	£26.32	£49,498	£25.66	T	41	£47,573	£24.66	£45,648	£23.66
T	42	£51,802	£26.85	£50,512	£26.18	T	42	£48,587	£25.18	£46,662	£24.19
T	43	£52,805	£27.37	£51,515	£26.70	T	43	£49,590	£25.70	£47,665	£24.71
T	44	£53,880	£27.93	£52,566	£27.25	T	44	£50,603	£26.23	£48,678	£25.23

Moving to Upper Pay Range

In accordance with the STPCD 2014 any qualified teacher can apply to be on the upper pay range. Only one application can be made each year. Separate applications can be made if the teacher works at another school.

This form may be used as a method of providing evidence. However, for a teacher on Main scale 6, the appraiser and appraisee should select objectives (in line with the appraisal policy) that provide the evidence needed to move to UPS1. If required, this form should be used at the beginning of the appraisal cycle.

Applications must:

- be submitted to the Principal.
- include two successful performance management reviews.
- be submitted by 31 October in each year (consideration will be given to accepting late applications where individual circumstances prevent this deadline being met e.g. absence).

The criteria

Teachers who believe they're eligible for a performance threshold assessment can apply to the Headteacher. The Headteacher will consider each application against the standards as set out under section 15.2 of the School Teachers' Pay and Conditions Document 2016.

- a. that the teacher is highly competent in all elements of the relevant standards; and
- b. that the teacher's achievements and contribution to an educational setting or settings are substantial and sustained.

Teachers who make successful applications will be placed on point 1 of the upper pay scale with effect from 1 September in the following school year. Teachers appointed to the school who have previously become entitled to be paid on the upper pay scale will retain their entitlement to any points already awarded on this scale.

Teachers who are unsuccessful in passing the performance threshold assessment should be given written reasons, detailing which standards have been met and those which have not. It is expected that normally any concerns will have already been shared with the teacher during the last 2 years, targets set and reviewed. Written reasons should be given within 20 working days of the decision being notified to the Governing Body by the Headteacher. They are also entitled to receive clear advice on how they need to develop in order to reach the threshold standards. If they wish to appeal against this decision they should refer to the schools pay policy for the Pay Appeals Procedure.

The entitlement of a teacher to be paid on the Upper Pay Scale is retained when moving to another school covered by the School Teachers' Pay and Conditions Document.

Definition of terms

‘Highly competent’: the teacher’s performance is assessed as having excellent depth and breadth of knowledge, skill and understanding of the Teachers’ Standards in the particular role s/he is fulfilling and the context in which s/he is working not just in his/her own classroom or with his/her own groups of children, but is also making significant wider contribution to school improvement, which impacts on pupil progress and the effectiveness of staff and colleagues.

‘Substantial’: the teacher’s achievements and contribution to the school are significant, not just in raising standards of teaching and learning in his/her own classroom, or with his/her own groups of children, but also in making a significant wider contribution to school improvement, which impacts on pupil progress and the effectiveness of staff and colleagues.

‘Sustained’: Sustained means the teacher must have had two consecutive successful appraisal reports in this school and have made good progress towards their objectives during this period. They will have been expected to have shown that their teaching expertise has grown over the relevant period and is consistently in line with the expectations contained in the School’s Appraisal Policy.

Moving up the Upper Pay Range

Progression through the upper pay scale is not automatic. Teachers can only progress if their performance has been reviewed and they are highly competent and have made a substantial and sustained contribution to the school. Those wishing to move up the upper pay range should also use this application process.

Teachers should normally spend two years on each upper pay scale point before being considered for pay progression. Progression to the next point on the Upper Pay Scale will be based on two successful consecutive annual performance management reviews. In exceptional circumstances the Pay Committee can award progression to the next point on the upper pay scale faster than this.

Pay Appeals procedure

An employee may seek a review of any decision taken in relation to their pay. The following list includes the usual reasons for seeking a review of a pay determination:

- incorrectly applied any provision of the Schools Pay Policy;
- failed to have proper regard for statutory guidance;
- failed to take proper account of relevant evidence;
- took account of irrelevant or inaccurate evidence;
- was biased, or
- otherwise unlawfully discriminated against the employee.

CONFIDENTIAL

This page should be completed for all requests to move to the upper pay scale. Only one application can be made each year. Separate applications can be made if the teacher works for another school.

Section A – Your details

Name of teacher:

School name:

Teacher ref. no:

Current Payscale:

Please provide details below if you are submitting Appraisal Statements from another school/Local Authority:

Name and Address of School/LA	Date(s) of Employment	Headteacher/Service Manager

Section B – Declaration by teacher

I confirm that I have read the guidance notes relating to the submission of this application and understand the governing body's policy and arrangements for dealing with applications to be paid on the upper pay range. I attach my two most recent appraisal statements in accordance with the governing body's requirements.

Signature:

Date:

This application and attachments must be submitted to the Headteacher, or other person designated by the Headteacher to receive applications, by the stated deadline of 31st October.

Section C – Evidence

Prior to providing your evidence on the subsequent pages, please note:

- You will need to provide written evidence in support of each of the eight Teachers' Standards, as requested below and overleaf (a guide of the requirements you must meet is provided at the end of this document);
 - Your written evidence will need to address the requirement that you are highly competent in all elements of the Standards;
 - Your written evidence in addressing each of the Standards will also need to show that your achievements and contribution to the school, as appropriate (and/or your previous
-

school(s) where relevant) have been substantial and sustained over the relevant period of your application;

- You may attach any additional information and/or evidence in support of your application if you consider that it would be helpful to do so;
- If you cite specific examples of work in your evidence this must be available for inspection, if required by the assessor of your application.

1 Set high expectations and motivate pupils:

a. establish a safe and stimulating environment for pupils, rooted in mutual respect

- Model expected behaviour (see observation feedback).
- Adhere to the schools behaviour policy, where children are consistently rewarded with “dojos” for positive behaviour (see observation feedback).
- Where children have had an outstanding day, this is communicated to parents. Children and parents have responded positively to this.
- A consistent approach to sanctions, where needed, which are fed back to parents on a consistent basis. Overall, this has been appreciated by parents and had impacted future behaviours from the child.
- KAGAN groups/strategies are used to encourage discussion around lesson topics and help develop ideas. This has meant that children can bounce ideas off each other and therefore generate better and better thought out answers (see observation feedback).

b. set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions

- Whilst all children are treated fairly, the need for differentiation is recognised. This could be in the form of activity, output, support from TA or support from resources e.g. counters in maths (see observation feedback).
- Individual targets are set based on an individual’s ability and their current attainment (see childrens’ books).
- Children consistently encouraged to challenge themselves and praise/rewards are given when they do so. Children are also encouraged to reflect on their work and whether they have reached their “comfort zone”, “stretch zone” or “panic zone” (see planning).
- Children regularly mark their own work against a set criteria so that they can self-assess their own results/progress (see childrens’ books).

c. demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

- Desired behaviours/attitudes praised and celebrated to promote behaviours/attitudes to other children (see observation feedback).
- Expectations of presentation are clearly modelled to the children using a teacher’s exercise book and a visualiser and children are held to account if standards are not met (see childrens’ books/teacher’s exercise book).

- Expectations of volume of work are set and children are expected to complete a minimum before a set period of time (see childrens' books).

2 Promote good progress and outcomes from pupils:

a. be accountable for pupils' attainment, progress and outcomes

b. be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these

c. guide pupils to reflect on the progress they have made and their emerging needs

d. demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching

e. encourage pupils to take a responsible and conscientious attitude to their own work and study.

3 Demonstrate good subject and curriculum knowledge:

a. have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings

b. demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship

c. demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the

teacher's specialist subject

d. if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics

e. if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4 Plan and teach well-structured lessons:

a. impart knowledge and develop understanding through effective use of lesson time

b. promote a love of learning and children's intellectual curiosity

c. set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired

d. reflect systematically on the effectiveness of lessons and approaches to teaching

c. contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

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

a. know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively

b. have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these

c. demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development

d. have a clear understanding of the needs of all pupils, including those with SEN; G&T; EAL; and disabilities; and use and evaluate distinctive teaching approaches to engage and support them.

6 Make accurate and productive use of assessment:

a. know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements

b. make use of formative and summative assessment to secure pupils' progress

c. use relevant data to monitor progress, set targets, and plan subsequent lessons

d. give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

7 Manage behaviour effectively to ensure a safe learning environment:

a. have clear rules and routines for behaviour, take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's policy

b. have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly

c. manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them

d. maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8 Fulfil wider professional responsibilities and demonstrate consistently high standards of personal and professional conduct:

a. make a positive contribution to the wider life and ethos of the school

b. develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support

c. deploy support staff effectively

d. take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues

e. communicate effectively with parents with regard to pupils' achievements and well-being.

Other

Teacher's Standards

Below taken from the Teacher Standards:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/283566/teachers_standard_information.pdf

Preamble

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

PART ONE: TEACHING

A teacher must:

1. Set high expectations which inspire, motivate and challenge pupils

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

2. Promote good progress and outcomes by pupils

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

3. Demonstrate good subject and curriculum knowledge

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

4. Plan and teach well-structured lessons

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

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

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

6. Make accurate and productive use of assessment

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

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

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

8. Fulfil wider professional responsibilities

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

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

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

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