



# The Athelstan Trust

## Teachers' Pay Policy 2017-18

### Background

The School Teachers' Pay and Conditions Document ("The Document") requires schools to have a pay policy which sets out the basis on which they determine teachers' pay; the date by which they will determine the teachers' annual pay review; and the procedures for determining appeals. Schools must stay within the legal framework set out in the Document and in other relevant legislation that affects all employers (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 Directors of The Athelstan Trust adopted this policy on 12 October 2017





# The Athelstan Trust

## Introduction

This policy sets out the framework for making decisions on teachers' pay. It has been developed to take account of current legislation and the requirements of the School Teachers' Pay and Conditions Document (STPCD) and has been consulted on with staff and/or the recognised trade unions.

In adopting this pay policy the aim is to:

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

Pay reference points referred to in this document are provided in Annex B.

## Process

1. The Directors delegate to the Governing Body of each school decisions regarding the review and authorising of individual pay decisions for teaching staff with the exception of the leadership team. Governing bodies should set up a pay panel or committee with responsibility for reviewing and determining staff salaries.
2. No staff governors will sit on the pay panel and appeal panels when pay issues are being considered. Staff governors will withdraw from selection panels when the salary of the appointee is being decided. Parent governors will withdraw when the performance related pay is discussed of a teacher who teaches their child due to a potential conflict of interest.
3. The Governing Body will ensure that each teacher's salary is reviewed annually, with effect from 1 September and no later than 30 November 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 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.

## 4. Continuous service

For the purpose of continuous service for sickness and maternity the school will recognise previous employment across and between academies, VA, Foundation and Community schools.

## Teacher appointments

The Headteacher will determine the pay range for a vacancy prior to advertising it. Upon appointment the panel will determine the starting salary to be offered to the successful candidate to reflect one of the reference points as detailed in the relevant pay range in this pay policy as detailed in the advert.

In making such determinations, the governing body (or delegated selection panel) may take into account a range of factors, including:

- Nature of post





# The Athelstan Trust

- Level of qualifications, skills, and experience required
- Market conditions

There is no assumption that a teacher will be paid at the same rate as they were being paid in a previous school, however, where a teacher has been paid on a scale that is broadly equivalent to the Athelstan Trust scale we will normally transfer onto the nearest equivalent point.

## 7. **Pay progression based upon performance**

Within the trust all teachers should 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 evidence that the teacher produces alongside teachers standards, appraisal reports and the pay recommendations they contain.

In the case of NQTs, 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.

8. To be fair and transparent, assessments of performance will be properly rooted in evidence. In each school we will ensure fairness by annual monitoring of the application of the pay policy and pay decisions.
9. Teachers' appraisal reports will contain pay recommendations. Final decisions about whether or not to accept a pay recommendation will be made by the Governing Body, or delegated pay panel having regard to the appraisal report and taking into account advice from the Headteacher or senior leadership team. The Governing Body will consider its approach in the light of the school's budget and ensure that appropriate funding is allocated for pay progression at all levels.
10. For teachers who have been absent for a period of time during the academic year, or are appointed part way through an academic year they will have objectives set, or adjusted to reflect the reduced period in which they can be achieved and appraised.
11. Judgements of performance will be made against the extent to which teachers have met their individual objectives and the relevant standards and how they have contributed to the School's aims and ethos and the evidence presented in line with the appraisal policy.

Expectations are – that if a person is judged to have satisfactorily achieved their objectives, are assessed as fully meeting the relevant standards and can demonstrate a contribution to the raising of standards within their teaching groups then teachers will be eligible for a pay increase to the next available reference point up to a maximum of the salary range.

For those teachers who it is assessed fall short of meeting the relevant standards and/or their objectives, the recommendation will be that there is no pay progression. However, the % annual uplift will be applied.

The School will refer to absolute performance measures.

*[Note: Absolute and Relative Performance Measures - The DfE pay policy suggests when setting objectives Trusts may wish to use absolute and/or relative performance measures to assess success.]*





# The Athelstan Trust

*i.e. if it is an absolute performance measure e.g. not related to other teachers in the school or a relative performance measure i.e. performance is measured against the performance of others in the school.*

*Absolute e.g. 70% of your class achieve their 'challenge target grade' or above*

*Relative e.g. The percentage of pupils achieving their 'challenge target grade' is in the top 20% in comparison to the achievement of other year 11 classes in the school*

*[i.e. if 60% achieve their challenge grade in your class but in most other classes 70% you will not have achieved your objective/target]*

12. Decisions will be communicated to each member of staff in writing.
13. The reasons for all pay decisions will be clearly minuted but will remain confidential to the pay committee and the employee. Similarly, where an appeal is lodged, the decision and minutes relating to the appeal will remain confidential to the appeals panel and the employee.
14. Every teacher's salary will be reviewed between 1 September and 30 November each year. Leadership Team salaries will be reviewed by 31 December in each year.

## MOVEMENT TO THE UPPER PAY RANGE

### Applications and Evidence

Qualified teachers on MPS6 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 or not they wish to apply to be paid on the upper pay range.

1. Applications to move to UPS may be made once a year and sent to the Headteacher by 31 October.
2. All applications should include evidence from the applicant together with the results of reviews or appraisals including any recommendation on pay (or, where that information is not applicable or available, a statement and summary of evidence designed to demonstrate that the applicant has met the assessment criteria). **Applications should contain evidence from the last two appraisal cycles.**

### 3. The Assessment

An application from a qualified teacher will be successful where the Governing Body 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.





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4. 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. Where the teaching standard is such that student make progress above national expectations.

'substantial' means of real importance, validity or value to the school; play a critical role in the life of the school; provide a role model for teaching and learning; make a distinctive contribution to the raising of pupil standards; take advantage of appropriate opportunities for professional development and use the outcomes effectively to improve pupils' learning;

'sustained' means maintained continuously over a long period e.g. two successive, successful performance appraisals

5. The application will be assessed robustly, transparently and equitably, by the Headteacher or line manager with recommendation to the pay panel to make the final determination.

## Processes and procedures

6. The assessment will be made and the applicant will receive a response within 20 working days after 30 November. If successful, applicants will move to the minimum of the UPS range at the start of the academic year.

7. If unsuccessful, feedback will be provided by the Headteacher in writing within 20 working days of the decision.

8. Any appeal against a decision not to move the teacher to the upper pay range will be heard in line with the school's appeal procedure

## 9. Part-time Teachers

Teachers employed on an ongoing basis at the school but who work less than a full working week are deemed to be part-time. The governing body will give them a written statement detailing their working time obligations and the standard mechanism used to determine their pay, subject to the provisions of the statutory pay arrangements and by comparison with the school's timetabled teaching week for a full time teacher in an equivalent post. Any additional hours worked by agreement from time to time will be paid at the same rate.

10. Governing bodies are responsible for ensuring that part-time teachers have a clear statement of the sessions / hours they will be required to work.

11. Appendix C shows the arrangements for part time staff with regard to hours to be worked relating to the FTE, and also the awarding of a TLR.





# The Athelstan Trust

## 12. Supply Teachers

Teachers who work 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.

## 13. Teaching and Learning Responsibility Payments (TLRs)

TLRs will be awarded to the holders of the posts as assessed by the schools' leadership team and approved by the CEO or LGB and the Board of Directors. TLR rates will be in line with **Annex B**

14. A TLR is a payment integral to a post in the school's staffing structure and the governing body will therefore award the TLR integrated with this post to two or more people when job sharing that post.

15. When awarding TLRs to a part time teacher the amount will be paid pro rata at the same proportion as the teacher's part time contract. TLR payments will only be made to teachers working 0.8fte or more.

16. No more than two TLR 2a's will be awarded to the same member of staff and they will be awarded as a TLR2b. It will not be possible for holders of a TLR2b or higher to gain another permanent TLR post. TLR3's which are temporary are exempt from this limitation and can be awarded to any member of the teaching staff.

17. TLR3s may be awarded for a fixed term school improvement project or for a one-off externally driven responsibility(s).

## 18. Recruitment and Retention incentives and benefits

The governors will not award recruitment and retention points in 2017/18

## 19. Special Educational Needs

The Governors will not award SEN allowances in 2017/18

## Other Payments

### 20. Acting up Arrangements

In the case of an acting Head teacher, Deputy Head teacher or Assistant Head teacher payment will be at the lowest point of the appropriate range if the duties of the post are to be carried out in full or where the teacher is already paid at a point on the range, at least one point higher than the teacher's substantive point.

The period of time for which the post is to be covered before a payment is made is 4 weeks. A payment will then be paid retrospectively from the beginning of the period of absence. Where the leadership member is not required to fulfil the full range of duties the governing body will review the salary of the teacher within 4 weeks of the duties being assigned to the teacher.

### 21. Additional Payments

There will be no additional payment for out of school learning, Initial Teacher Training or CPD unless it meets the operational needs of the Academy and has been approved by the Pay Panel.





# The Athelstan Trust

## 22. Honoraria

The governing body will not pay any honoraria to any member of the teaching staff for carrying out their professional duties as a teacher. There is no provision within the School Teachers' Pay and Conditions Document for the payment of honoraria. Any such award made to a teacher for their teaching work would be unlawful.

## Appeals

The arrangements for considering appeals are as follows:

A teacher may appeal against any determination in relation to his/her pay or any other decision taken by the governing body (or committee or individual acting with delegated authority) that affects his/her pay.

The grounds for appeal are that the person or committee by whom the decision was made:

- a) incorrectly applied any provision of the STPCD Document that is relevant;
- 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) was biased; or
- f) otherwise unlawfully discriminated against the teacher.

Appendix A details the order of Appeal proceedings.





# The Athelstan Trust

## Appendix A

### *The order of Appeal proceedings is as follows:*

1. The teacher receives written confirmation of the pay determination and where applicable the basis on which the decision was made.
2. If the teacher is not satisfied, he/she should seek to resolve this by discussing the matter informally with the Head teacher within ten working days of the decision. (In the case of the Head teacher, the matter should be referred to the chair of the pay panel.)
3. Where this is not possible or where the teacher continues to be dissatisfied, he/she may follow a formal appeal process.
4. The teacher should set down in writing the grounds for questioning the pay decision (which must relate to the grounds as set out above) and send it to the Head teacher within ten working days of the notification of the decision being appealed against or of the outcome of the discussion referred to above. It is strongly recommended that professional advice is sought before an appeal letter is submitted.
5. The committee or person who made the determination should provide a hearing, within ten working days of receipt of the written appeal, to consider the appeal and give the teacher an opportunity to make representations in person. Following the hearing the employee should be informed in writing of the decision and the right to appeal.
6. Any appeal should be heard by a panel of three governors who were not involved in the original determination normally within 20 working days of the receipt of the written appeal notification and give the teacher the opportunity to make representations in person. The teacher is entitled to be accompanied by a colleague or union representative. The decision of the appeal panel will be given in writing, and where the appeal is rejected will include a note of the evidence considered and the reasons for the decision. The decision is final and there is no recourse to the staff grievance procedure.







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## The Athelstan Trust School Teachers Pay 2017 -18

### Main Pay Range

1 (statutory min)	22,917
2	24,485
3	26,454
4	28,489
5	30,733
6	33,162

### Upper Pay Range

1	35,927
2	37,257
3	38,633

### Unqualified Teacher Range

1	16,626
2	18,560
3	20,492
4	22,427
5	24,362
6	26,295

### TLR Values

TLR 1A	7,699
TLR 1B	9,472
TLR 1C	11,247
TLR 2A	2,667
TLR 2B	4,440
TLR 2C	6,216
TLR 3	1,000

NB: The statutory minima have been used, all other points have been increased by 1%

August 2017





# The Athelstan Trust

## Appendix C - Part-time teaching contracts and number of 'days' worked

### Introduction

The school will need to deploy part-time staff to provide the best possible timetables for students. This means that it is not always possible to restrict the number of days that a part-time teacher is required in school to cover their timetable commitment. The school however recognizes that there should be limits on the flexible arrangements that part-time staff are asked to make. Given the number of part-time staff the school employs, the policy below has been drawn up linking the full time equivalent (fte) contract with the number of days that a member of staff may be required to attend to complete their contractual obligations.

The school will not normally employ part-time staff for less than a 0.3fte contract.

### Policy

Full Time Equivalent (fte)	Maximum number of days required 'in school'
Up to 0.3	2
0.3-0.49	3
0.5-0.7	4
Above 0.7	5

The Governing Body has adopted the following method of calculating part-time pay:

#### General Principles

- I. The teacher is not expected to attend meetings on days (or ½ days) when they do not work. Part-time staff who do not work on days when there are parents evenings must make other arrangements to meet parents of classes they teach on a day that they do work.
- II. Part-time staff need to be available for registration on days when they teach or have PPA time period 1.
- III. The teacher is not expected to attend meetings on days (or ½ days) when they do not work. The teacher must take reasonable steps to ensure that they are familiar with the matters discussed at meetings that are relevant to them. Part-time staff who do not work on days when there are parents evenings must make other arrangements to meet parents of classes they teach on a day that they do work.
- IV. When there are periods in the middle of the day, that are not taught time or PPA, staff will be given the choice of having them 'BLANKED' or being available for cover or other duties allocated by the Headteacher. Cover will be marked on the timetable.
- V. Staff who undertake INSET (that has been approved by the Assistant Headteacher, staffing) on days when they are not paid, will be able to claim time off in lieu at a time when there is minimal impact on student learning (usually in the second half of the summer term).





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## Appendix D -TLR posts and part-time staff

### Introduction

The school has always tried to be flexible and to accommodate the individual circumstances of staff in order to retain good teachers. However, whilst there is a financial saving to the school when part-time staff are paid a pro-rata amount of a TLR there are significant disadvantages in these teachers being unable to deliver aspects of the TLR and not being available to communicate with colleagues and students simply by not being in school.

### Policy

It is considered that in normal circumstances staff with significant TLR responsibilities would find it difficult to maintain these responsibilities on less than 4 days a week (FTE 0.8) in school. The exception to this is temporary TLR3 posts. Applications from part time staff for TLR3 posts will be accepted, however, the distribution of the member of staff's time in school and their capacity to deliver will be taken into account when making a decision regarding appointment.

### Job sharing

Although job-shares have not previously been used in school, because combinations of part-time posts have offered greater flexibility, it is considered that they become worthy of greater consideration in connection with TLRs. It is, therefore, recommended that the school considers suitable applications for TLR posts on a job-share basis.





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## Appendix E

### Application of Leadership Group Pay Progression Criteria – Clarification

Those on the leadership spine play a critical role in the life of the school. They inspire confidence in those around them and work with others to create a shared strategic vision which motivates pupils and staff. They take the lead in enhancing standards of teaching and learning and value enthusiasm and innovation in others. They have the confidence and ability to make management and organisational decisions and ensure equity, access and entitlement to Learning.

To achieve progression, the School Teachers' Pay and Conditions Document (STPCD) requires individuals on the leadership spine to have demonstrated sustained high quality performance. To be fair and transparent, judgements must be properly rooted in evidence and there must have been a successful review of overall performance.

A successful performance review, as prescribed by the performance management regulations, will involve a performance management process of:

- performance objectives;
- classroom observation (where relevant);
- other evidence.

To ensure that there has been high quality performance, the performance review will need to assess that the teacher has grown professionally by developing their leadership and, where relevant, teaching expertise.





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## Appendix F – Template Letter for Training Fee Agreement

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#### Agreement for Refund of Training Fees

The purpose of this Agreement is to allow you to undertake agreed training which is of direct benefit to the School and yourself, and which the School is prepared to fund subject to your commitment to refunding the School in the event of your employment terminating within a given period of time.

The School will pay on your behalf (or reimburse you for) fees in respect of the following course(s):

**XXXXXX Training** which will be pursued **from XXXX to XXXXX**

The amount to be paid by the School is **XXXXX** (excluding the cost of travel and accommodation).

If you do not complete the course (for whatever reason through no fault of the School) or your employment with the School ceases during the period of the course, you will refund the full amount to the School. (The School may, at its sole discretion, waive the repayment of some or all of the amount if the course is not completed with its consent).

If your employment with the School terminates after the completion of the course, then the whole or part of the amount paid in respect of training fees shall become due immediately and repayable to the School by way of deduction from pay, or otherwise, in accordance with the following schedule:

Termination of Employment	Portion of Course Fees Repayable
Up to 1 year after payment of course	100% (£XXX)
Between 1 year and 2 years after payment of course	75% (£XXX)
Between 2 years and 3 years after payment of course	50% (£XXX)
Over 3 years after payment of course	Nil

#### Declaration:

I have read, understand and accept the conditions set out in this Agreement.

I hereby authorise the School to make any deductions due under this Agreement from my pay (including any final pay due) or any other monies due from the School. If any balance remains outstanding after such deduction(s), I undertake to reimburse the School immediately.

Signed ..... Date .....  
(Employee)

Name (print) .....

Signed ..... Date .....  
(On behalf of The Athelstan Trust)

Name (print) .....





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## Appendix G

### General Guidance with regard to Special Paid and Unpaid Leave of Absence

Requests for absence during term time will be considered taking into account the needs of the school, a request form must be completed and submitted giving as much notice as possible. The decision on whether an absence is paid/unpaid, granted/refused will be at the absolute discretion of the Headteacher. There is an expectation that routine appointments, such as a visit to the dentist will be made outside of working hours/term time. Further information on absence is contained in the staff Employment Manual, this list is for guidance purposes only. *Any absence in term time is a cost to the school, even when that absence is unpaid.*

*For the purposes of this guidance, 'near relative' includes: mother, father, daughter, son, partner, sister, brother, grandparents, mother/father in law, daughter/son in law, step son/daughter.*

Care for near relative during serious illness	up to 5 days	Paid
Death of near relative	up to 5 days	Paid
Attendance at any other funeral	maximum one day	Paid
Wedding of a near relative	1 day	Paid
All other weddings are discretionary		Unpaid
Sick child	3 days per year Additional days	Paid Unpaid
Moving House	1 day	Paid
Graduation of child	1 day	Paid
Holidays in term time are discretionary		Unpaid
Time off for essential meetings if a governor at another school		Paid
Time off if elected member of a local Council	Max 208 hours	Paid
To seek another appointment (account will be taken of the post applied for)	one day up to a Max of 5 days	Paid
Approved vocational examinations	duration of exam	Paid
Approved vocational training		Paid

This policy will be reviewed in July 2018

