



**Truro and Penwith**  
Academy Trust

# Pay Policy

## Review Summary

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# Truro and Penwith Academy Trust

## Pay Policy 2020 – 2021

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# SECTION 1 – TERMS OF REFERENCE

## 1 INTRODUCTION

- 1.1 This Pay Policy and guidance has been determined by Truro and Penwith Academy Trust (TPAT) following consultation with a group of TPAT Headteachers and Trade Unions. The Pay Policy is recommended to all TPAT Schools for adoption immediately.
- 1.2 This Pay Policy sets out the framework for making decisions on pay. It has been developed to comply with current legislation and the requirements of the School Teachers' Pay and Conditions Document (STPCD), also known as the Blue Book, and the National Agreement on Pay and Conditions of Service, otherwise known as the Green Book for Support Staff, with the exception of the pay scale as TPAT has its own.
- 1.3 In adopting this Pay Policy the aim is to:
- assure the quality of teaching and learning within TPAT Schools;
  - support recruitment and retention and reward employees appropriately; and
  - ensure accountability, transparency, objectivity and equality of opportunity.
- 1.4 This policy complies with equalities legislation such as the Employment Rights Act 1996, Employment Relations Act 1999, Employment Act 2002, Part Time Workers (Prevention of Less Favourable Treatment) Regulations 2000, Fixed Term Employees (Prevention of Less Favourable Treatment) Regulations 2002 and Equalities Act 2010/2012.
- 1.5 The Local Governing Body (LGB) will maintain Main Pay Range and Upper Pay Range teachers' previous pay entitlements in accordance with the principle of pay portability and ensure that teachers suffer no financial or professional detriment as a consequence of changes to the teachers' pay structure.
- 1.6 Pay decisions are made by the LGB which can delegate certain responsibilities and decision-making powers to the Pay Committee as set out in **Appendix 1**. If so, the Pay Committee shall have full authority to take pay decisions on behalf of the LGB in accordance with this policy. The Headteacher/Executive Headteacher shall be responsible for advising the Pay Committee on its decisions.
- 1.7 In addition, any recommendations relating to Headteachers/Executive Headteachers pay must be made by a panel consisting of the Chief Executive Officer (CEO) of the Trust or a representative of the CEO, usually the Director of Education or a Primary or Secondary Executive Leader, plus up to two other members of the LGB as appropriate. It may involve an external advisor at the discretion of the School. Following annual performance reviews, pay recommendations should be submitted to TPAT's central HR Team to be approved by TPAT's Performance and Remuneration Committee.
- 1.8 School days refers to days on which the Schools are open to pupils.
- 1.9 If the LGB is unclear about the application of the policy or guidance, the Headteacher/Executive Headteacher or Pay Committee should seek advice from TPAT's HR Team.

## **2 PURPOSE**

- 2.1 The purpose of this policy and guidance is to establish an open and transparent framework that enables the LGB and Headteachers/Executive Headteachers/Heads of School in TPAT Schools to manage pay issues within their School and to ensure that staff are paid on a fair and equitable basis.
- 2.2 This Pay Policy will also ensure consistency of treatment in dealing with the administration of pay matters such as:
- support and promote a collaborative working ethos within and between Schools;
  - reduce the potential for grievances, pay appeals, discrimination claims and other disputes arising;
  - secure employee recruitment and retention within individual Schools and across the teaching and support staff professions as a whole;
  - not increase financial or budgetary pressures on Schools, particularly important at a time of cuts to School budgets;
  - maintain a clear and demonstrable link between employees pay and performance;
  - ensure parity between employees of all subjects and curriculum areas.

## **3 SCOPE**

- 3.1 The policy aims to:
- maximise the quality of teaching and learning in TPAT;
  - support the recruitment and retention of a high-quality workforce;
  - recognise and reward staff for their contribution to TPAT;
  - ensure that pay and performance appraisal arrangements enable the current and future delivery of the curriculum and school improvement plans;
  - ensure that pay decisions are made in a fair and transparent manner in accordance with the principles of equal pay and equal opportunities;
  - ensure that available monies are allocated appropriately.
- 3.2 TPAT acknowledges the Department for Education (DfE) warning that pay discretion must not be exercised with the objective of increasing final salary for pension purposes. Teachers' Pensions Regulations allows the Secretary of State to intervene where there is evidence of an unreasonable increase in salary and may disregard for pension purposes any such award, specifically salary increases over 10% awarded in the teacher's final year will be disregarded by Teachers' Pensions.
- 3.3 All teachers are paid in accordance with the statutory provisions of the STPCD as updated from time to time. The LGB will ensure that all teachers are paid within the statutory ranges set out in the STPCD.
- 3.4 TPAT's Board of Trustees will annually determine the extent of any salary increase for teachers, following the recommendations of the School Teachers' Review Body. Normally the STRB recommended pay increase will be applied to all existing pay and allowances for all teachers from September each year. However, in exceptional circumstances, TPAT reserves the right to apply the increase recommended in the STPCD, set its own percentage or make no award.

- 3.5 For support staff, TPAT's Board of Trustees will apply any increases to the national minimum wage in April of each year. The Board will normally apply the nationally agreed award in September of each year. However, in exceptional circumstances, TPAT reserves the right to apply the cost of living award recommended, set its own percentage or make no award.

## 4 CONTINUOUS SERVICE ON APPOINTMENT

- 4.1 Previous continuous service accrued by teachers and support staff, where employed by a body described in the Redundancy Payments (Continuity of Employment in Local Government etc) (Modification) Order 1999 (**see Appendix 14**), providing there has been no break of more than four weeks in employment. School holidays count towards continuous service. Other previous service will be considered on a case by case basis.
- 4.2 Where an employee is transferred into TPAT, continuity of service is protected under the TUPE Regulations where there is a TUPE transfer.
- 4.3 If the employee has previously received a redundancy payment from one of the organisations listed in the Order, continuous service is broken, even if they were not eligible for a redundancy payment.

## 5 PAY COMMITTEE – LOCAL GOVERNING BODY (LGB)

- 5.1 It is recommended that the Pay Committee has between **three** and **five** members of the LGB. Governors who sit upon this committee are not permitted to sit upon the Pay Appeals Committee. Governors who have, or may have, a pecuniary interest must not sit on the Pay Committee or the Pay Appeals Committee.
- 5.2 Staff and Parent Governors are not precluded from being part of a committee which discusses the Pay Policy and its implementation. However, in order to comply with the General Data Protection Regulation (GDPR) requirements, it is strongly recommended that Staff and Parent Governors are excluded from the Pay Committee and Pay Appeals Committee.
- 5.3 Local Governing Bodies are advised when appointing the Pay and Pay Appeals Committees of the necessary numbers of Governors involved in each to ensure that both committees can be properly constituted from within the LGB. The LGB procedure regulations require a quorum of **three** Governors when deciding the size of your committee. Further details regarding the Pay Committee are provided at **Appendix 1**.
- 5.4 The Pay Committee is responsible for the following:
- to work within the parameters of the Pay Policy;
  - to ensure that the Pay Policy is applied in a fair, non-discriminatory, equitable and transparent manner whilst having due regard to confidentiality;
  - to ensure that the Pay Policy meets the School's needs for the recruitment, retention and development of staff;
  - to determine the appointment salaries for all staff;
  - to achieve fair and consistent pay relativity between jobs within the School;
  - to have regard in the salary structure to substantial increases in duties and responsibilities, whether temporary or permanent;

- to consider the recommendation of the Headteacher/Executive Headteacher in relation to the Head of School/Deputy/Assistant Headteacher(s) appraisal interviews and to decide whether or not to increase pay;
- to carry out an annual review of the School's staffing structure and pay;
- to consider individual requests from staff for a review of pay - see below for the administration of this process;
- to ensure a salary statement is issued to all teaching staff by 31 October each year, or when a teacher takes up a new post or where a teacher passes the threshold. The salary statement (**see Appendix 9A**), which is a legal requirement, must set out how the member of staff's pay is made up, and in the case of Leadership Group staff, the criteria upon which his/her salary will be reviewed in the future. Written statements must be issued to staff.

- 5.5 Any member of staff who wishes to appeal their pay should raise their concern informally with their line manager or Headteacher in the first instance. Should the matter not be remedied to the member of staff's satisfaction within a reasonable amount of time they should notify the Headteacher/Executive Headteacher, in writing, stating the basis for requesting a review of his/her pay together with any supporting documentation they wish to submit. The Headteacher/Executive Headteacher will normally make arrangements to convene a meeting of the Pay Appeals Committee within **twenty** school days of receiving the request. Should a Headteacher/Executive Headteacher wish to appeal, s/he should write to the CEO of TPAT who will convene a Pay Appeals Committee to consider the issue.
- 5.6 Any written documentation should be provided to the Pay Appeals Committee at least **five** school days prior to the committee meeting.
- 5.7 At the meeting of the Pay Appeals Committee, the member of staff may be represented by a colleague or a trade union representative and may present his/her case in writing and/or orally. The member of staff may call witnesses in support of his/her case.
- 5.8 The Pay Appeals Committee's decision will be confirmed in writing within **five** school days of the hearing.

## 6 ANNUAL PAY REVIEWS

- 6.1 The Local Governing Body (LGB) will ensure that each teacher's salary is reviewed annually with effect from 1 September and that each teacher is notified of the outcome by no later than 31 October each year. All teachers should be given a written statement setting out their salary and any other financial benefits to which they are entitled. A draft Salary Statement is provided at **Appendix 9A**.
- 6.2 For Classroom Teachers, the salary statement should include identification of the pay point on the Main Pay Range or the pay point on the Upper Pay Range and any allowances payable. We recommend that the salary statement should also identify any safeguarded amounts of money.
- 6.3 For members of the Leadership Group, the statement should include the Individual Pay Range (IPR) (5 point range for Heads of School/Deputy & Assistant Heads or 7 point range for Executive Heads/Heads), the salary point including any performance related increase and the reason(s) for this, and the criteria on which the salary will be reviewed at the end of the next academic year.
- 6.4 Pay Reviews may take place at other times of the year, only by mutual agreement, 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 should be given after any review and where applicable will



give information about the basis on which it was made. A member of staff will be encouraged to seek guidance from their trade union and is entitled to representation throughout any Pay Review process.

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

## **7 FULL TIME TEACHERS**

- 7.1 Teachers on the Main Pay Range and Upper Pay Range can only be required to work a total of a maximum of 1265 hours per year, 39 weeks per year, 195 days per year, 32.44 hours per week, 6.487 hours per day.
- 7.2 Employees paid on the Leadership Group and those on the Leading Practitioner Pay Range do not operate on a time-bound contract (1265 hours per year) and are not subject to the working time provisions of the STPCD.

## **8 PART TIME TEACHERS**

- 8.1 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 LGB 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 (STTW) for a full time teacher in an equivalent post. Any additional hours worked beyond the contractual hours by agreement from time to time will be paid at the same rate. The salary and allowances, except for TLR3s, of a part time teacher must be determined in accordance with the pro rata principle.
- 8.2 Each school will calculate the proportion of time a part time teacher works against the School's Timetabled Teaching Week (STTW). The STTW refers to the School session hours that are timetabled for teaching, including PPA time and other non-contact time but excluding break times, registration and assemblies.
- 8.3 The STTW of a full time classroom teacher is to be used as the figure for calculating the percentage of the STTW for a part time teacher at the School.

For example, if the School day, excluding registration and assembly, runs from 9.00am to 12.15pm and again from 1.15pm to 3.30pm with one 15-minute break in the morning session and one 15-minute break in the afternoon session, the School's timetabled teaching week for a full time teacher would be calculated as; morning session = 3 hours, afternoon session = 2 hours, whole day = 5 hours, STTW = 25 hours.

If a part time classroom teacher in the example above were employed at the School in question for mornings only, working 9.00am to 12.15pm every day, their percentage of the STTW would be calculated as 15 hours per week, 60% of full time (15/25). Such a part time teacher on M5 working at 60% of full time would be entitled to a part time salary of £19,806 (60% of £33,010). The same percentage is used to calculate the 'directed time' hours, so 60% of the 1265 directed time hours of a full time teacher amounts to 759 hours directed time for the part time teacher. A straightforward deduction of the 'directed time' hours required for the STTW across the School year (585 hours, or 15 hours per week multiplied by 39 weeks) provides the remaining available 'directed time' for the part time teacher in the School year (759-585 = 174 hours).

	Morning Session (less breaks, registration, assembly)	+	Afternoon Session (less breaks, registration, assembly)	x	Number of days in time table	=	STTW	% of STTW
Full Time	3 hours	+	2	x	5	=	25 hours	100%
Part Time	3 hours	+	0	x	5	=	15 hours	60%

#### 8.4 DIRECTED TIME

Directed time begins from the moment that the teacher is expected to be in School. So if pupils arrive at 8.30 am but teachers are expected to be in a meeting at 8.15 am, directed time starts from 8.15 am.

Each School should produce an annual school calendar and the following are to be included in direct time calculations:

- Teaching time;
- PPA time;
- Break times (but not lunchtimes, when teachers can't be required to do this);
- Cover;
- Parents evenings;
- After school meetings;
- INSET/CPD;
- Anything else which teachers are "directed" to do and which requires their professional skills.

The full list is in Sections 51 & 52 of the STPCD.

It is good practice to include some buffer time within the Directed Time Budget to allow for the unexpected.

Should you require assistance with this, TPAT's Director of Education is available to support you.

- 8.5 Part time teachers cannot be required to work or attend non pupil days, or parts of days, on days they do not normally work, but it should be open to the teacher to attend by mutual agreement with the Headteacher/Executive Headteacher.

## 9 PLANNING & PREPARATION TIME

- 9.1 All Main Pay Range and Upper Pay Range teachers who participate in the teaching of pupils are entitled to reasonable periods of Planning, Preparation and Assessment (PPA) time as part of the 1265 hours (or pro rata equivalent) to enable the discharge of the professional responsibilities of teaching and assessment. PPA time must be provided in units of not less than half an hour during the School's Timetabled Teaching Week and must amount to not less than 10% of the teacher's timetabled teaching time. A teacher must not be required to carry out any other duties during the teacher's PPA time.
- 9.2 All Leadership Group and Leading Practitioner teachers with leadership or management responsibilities are entitled, so far as is reasonably practicable, to a reasonable amount of time during school sessions for the purpose of discharging those responsibilities.

## **10 SUPPLY TEACHERS**

- 10.1 Teachers employed on a day-to-day basis will be paid on a daily rate 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. Teachers will be paid at a daily rate of 1/195th of the annual pay they would receive if engaged on a regular contract.
- 10.2 In addition, a day's employment at a School is defined as 6.487 hours. This will include an element of non-contact time and as such the Headteacher may direct the teacher to undertake other reasonable duties within these hours.
- 10.3 Teachers who work less than a full day will be hourly paid calculated on the assumption that a full working year consists of 1265 hours; periods of employment for less than a day being calculated pro rata. Teachers will be paid at an hourly rate of 1/1265th of the annual pay they would receive if engaged on a regular contract.
- 10.4 If a Supply Teacher is employed for more than 4 weeks they should be offered a contract of employment with their salary being adjusted from their start date in line with their contracted counterparts.

## **11 PAY PROGRESSION BASED ON PERFORMANCE**

- 11.1 The arrangements for employee appraisals are set out in TPAT's Headteachers Performance Management Procedure, TPAT's Teacher Appraisal Policy and TPAT's Staff Appraisal Policy. These policies comply with The Education (School Teachers' Appraisal) (England) Regulations 2012 (the Appraisal Regulations), which provides the minimum national framework within which schools should operate and the Department for Education's Teachers' Standards document. They have been developed to promote team working and to encourage employees, individually and collectively, to work to secure the best possible standards of education for all pupils. The policies should encourage effective professional practice and enable access to pay progression for teachers and support staff, providing a robust mechanism for evaluating employees' performance.
- 11.2 Decisions regarding pay progression will be made with reference solely to the employees' appraisal reports and the pay recommendations they contain. In the case of NQTs, pay decisions will be made by means of the statutory induction process.
- 11.3 To be fair and transparent, assessments of performance will be properly rooted in evidence. Fairness will be assured by annual monitoring and review of the application of the Pay Policy and pay decisions. The evidence used to determine pay progression will be only that available through the appraisal process and not through the misuse of pupil voice, parental opinion and other sources.
- 11.4 Where employees have joined the School part way through an appraisal cycle, the LGB will, where necessary, seek evidence from the previous Schools to assist pay decisions and will only, where necessary, seek evidence from the employees themselves.
- 11.5 Teachers' appraisal reports will contain pay recommendations. Final decisions about whether or not to accept a pay recommendation for a teacher other than a Headteacher/Executive Headteacher will be made by the LGB, having regard to the appraisal report. Pay recommendations for Headteachers/Executive Headteachers should be submitted to TPAT's CEO to be approved by TPAT's Board of Trustees.

- 11.6 The LGB will ensure that appropriate funding is allocated for pay progression for all eligible teachers.
- 11.7 The LGB will make pay decisions according to the criteria for progression set out in the School Teachers' Pay and Conditions Documents (STPCD). All teachers on Main Pay Range who achieve a successful appraisal review can expect progression, one annual point at a time, to the top of their pay range. Any increase in pay will be backdated to be effective from 1 September.
- 11.8 Failure to meet all objectives will not automatically result in a denial of pay progression if significant progress has been made and/or the failure to meet objectives was due to reasons beyond the teacher's control.
- 11.9 Decisions to progress a teacher to the Upper Pay Range from M6 will need to be based on a broad evidence base taking into account the teacher's level of performance, which must fully meet the Teacher Standards (teachers should not be assessed against the Teachers' Standards in a tick-list fashion) and include two consecutive successful performance management / appraisal reviews. Teacher's performance should be assessed against the expectations of a UPR teacher – please see **Appendix 6** for guidance in this respect. A UPR application form can be found at **Appendix 7**.
- 11.10 An Appraisal review will be deemed to be successful unless significant concerns about standards of performance have been raised in writing with the teacher during the annual appraisal cycle and have not been sufficiently addressed through support provided by the School by the conclusion of that process.
- 11.11 All teachers can expect progression to the top of their pay range as a result of successful appraisal reviews.
- 11.12 The Headteacher/Executive Headteacher/Head of School/CEO will notify any teacher who has not been recommended for pay progression of the date when the LGB, or for Headteachers/Executive Headteachers the Board of Trustees, meets to consider pay recommendations, following which the teacher may exercise the right of appeal.

## **12 STEPPING DOWN ARRANGEMENTS**

- 12.1 Headteachers and Deputy Headteachers appointed before September 2000 and Executive Headteachers, Headteachers, Heads of School, Deputies and Assistant Headteachers appointed after that date and who have been in post for more than 1 year are eligible to be paid on Point 1 of the Upper Pay Range if they revert to being a Classroom Teacher.
- 12.2 Executive Headteachers, Headteachers, Heads of School, Deputies and Assistant Headteachers appointed after 1 September 2003 who have already been awarded UPR2 or UPR3 will revert to that level if they step down from their post to be a Classroom Teacher. Governors do have the discretion to revert an Executive Head, Head, Deputy or Assistant Headteacher to a point higher than they were previously on if they have a) sufficient service and b) if their performance justifies the increase.

## **13 SAFEGUARDING**

- 13.1 The LGB will operate salary safeguarding arrangements in line with the provisions of the School Teachers' Pay and Conditions Document (STPCD) and arrangements for support staff agreed by TPAT's Board of Trustees.

## 14 PAY APPEALS PROCEDURE

- 14.1 The arrangements for considering appeals on pay determination are set out in **Appendix 3** of this policy.
- 14.2 This Committee shall have no fewer members than the Pay Committee. Members of this committee shall be Governors not previously involved in considering the case. Governors who have, or may have, a pecuniary interest must not sit on the Pay Appeals Committee. This committee will consider all appeals against pay or salary grading.
- 14.3 Employees shall have the right to appeal against decisions of the Pay Committee to the Pay Appeals Committee. Such appeals shall be made in writing to the Headteacher/Executive Headteacher, stating the basis of the appeal, within **ten** school working days of receipt of notification of the decision from the Pay Committee. Appeals will normally be heard within **twenty** school working days of receipt of the request. TPAT's HR Team is available for advice.
- 14.4 At the meeting of the Pay Appeals Committee, the employee has the right to be represented by a colleague or trade union representative and may present her/his case in writing and/or orally. The employee may call witnesses and/or present documents in support of her/his case. The School's case will be presented by the Headteacher/Executive Head/Chair of the Pay Committee.
- 14.5 Pay appeals decisions are final and binding on both parties and may not be reopened under grievance procedures. Grievance procedures should not be used for appeals against pay decisions.
- 14.6 The Pay Appeals Committee's decision will be confirmed in writing within **five** school days of the hearing. The Pay Appeals Committee decision shall be final.

## 15 BUSINESS TRAVEL AND EXPENSES

Where employees are required to travel in the course of their duties, in accordance with the Trust's Travel Policy, the following allowances will apply:

### 15.1 TRAVEL ALLOWANCE

It is the responsibility of all employees to ensure that their vehicle has current Road Tax, MOT certificate and is in a safe and roadworthy condition. Employees must also ensure that they have adequate business insurance cover for travel undertaken as part of their role. If a member of staff is requested or required to travel for business related reasons and this is not part of their normal duties, the employer will ensure that adequate business insurance cover is provided.

- 15.1.1 Mileage expenses to and from meetings, training events or other Trust business may be claimed at the rates below. Alternatively, the cost of second class rail fare will be reimbursed for train journeys or where the cost of second class rail fare is lower than the total cost of mileage.

Vehicle	In County	+ Passenger(s)	Out of County	+ Passenger(s)
Cars	40p per mile	45p per mile	26p per mile	31p per mile
Motorcycles	24p per mile		24p per mile	
Cycles	10p per mile			
Train	2 <sup>nd</sup> class rail fare		2 <sup>nd</sup> class rail fare	

- 15.1.2 If the car is used to carry passengers, an additional flat rate of 5p per mile can be claimed.
- 15.1.3 Consideration should be given as to whether a hire car, arranged through the School Administrator, is the more economical option. The number of days for which the hire is required and the length of the journey are the important factors. As a guideline, journeys from Truro to Exeter and beyond will require a 24 hour hire and journeys requiring a 48 hour hire to Bristol and beyond will be cheaper by hire car. Employees should discuss the most cost effective option with their School Administrator.
- 15.1.4 Rail travel may be a more economical alternative to motor vehicles, so employees may use the train to claim the standard second class rail fare for the journey. Tickets should be pre-booked if possible, through the School Administrator. However, if that is not possible, rail tickets must be submitted to the School Administrator in support of the claim.

## **15.2 SUBSISTENCE PAYMENTS**

- 15.2.1 Where employees are required to attend events at locations other than Trust premises, the payment of overnight accommodation and other subsistence allowances may be claimed for actual expenditure incurred up to the maximum limits given below. Such claims will normally be paid only in circumstances where employees are required to travel out of Cornwall and incur an overnight stay. Where it is agreed that the out of Cornwall journey will be made in a single day and this involves the working day starting before 8 am and finishing after 8 pm, claims for reimbursement up to the maximum shown below for lunch and an evening meal are permitted.

Subsistence Allowances	Maximum
Breakfast (departure before 7 am)	£8.85
Lunch	£10.20
Evening Meal	£15.00
Commercial Accommodation	£100.00
Overnight Rate (staying with friends/relatives)	£19.00

- 15.2.2 Best value must be sought in all cases eg use of Travelodges or similar wherever possible, and accommodation preferably pre booked through the School Administrator.
- 15.2.3 Only actual expenditure incurred up to these limits may be claimed and the claim must be supported by invoices/receipts (apart from overnight rate with friends). Failure to supply proper receipts will invalidate the claim.

## **15.3 OTHER EXPENSES**

- 15.3.1 Other expenses incurred in the conduct of School/Trust business will need to be approved on an individual basis by the School's Headteacher.
- 15.3.2 Claims for expenses must be supported by invoices/receipts. Failure to supply proper receipts will invalidate the claim.
- 15.3.3 With prior approval, the School will meet the costs of approved training courses and conferences attended by employees.

## **16 MONITORING THE IMPACT OF THE POLICY**

16.1 The outcomes of pay decisions need to be fair to all employees and comply with equalities legislation. In particular, the Trust will need to ensure that its pay arrangements:

- do not discriminate unlawfully;
- advance equal opportunities;
- promote good relations between different groups.

16.2 The Trust will need to evaluate the operation of the Pay Policy to ensure that:

- there is no actual, or potential for, discrimination or disadvantage in terms of their access to/eligibility for pay progression opportunities on each of the pay ranges;
- decisions made in respect of the use of additional payments and allowances do not discriminate against particular groups;
- the outcome of all pay decisions is fair and equitable;
- the reasons for anomalies or other disparities are examined, explained and remedial action taken.

16.3 The Trust and LGBs will monitor the outcomes and impact of the Pay Policy on a regular basis. An annual written report on the operation of the pay policy, recording pay decisions taken and equality impact, will be provided on an annual basis to union representatives.

16.4 The Trust and Local Governing Body will monitor the outcomes and impact of the Pay Policy and discuss these matters with trade union representatives. Pay decisions will be recorded by the School in a way that enables the School to assess the equality impact of the same, taking account of the following protected characteristics:

(a) Sex/Gender/Trans (b) Ethnicity (c) Disability (d) Age (e) Pregnancy and Maternity (f) Sexual Orientation (g) Marriage and Civil Partnership (h) Religion and Belief.

The LGB will also take steps to ensure that the School's Pay Policy does not discriminate on grounds of trade union membership / activity.

# SECTION 2 – TEACHERS’ PAY

## 17 LEADERSHIP POSTS

### (Executive Headteacher, Headteacher, Heads of School, Deputy Headteacher and Assistant Headteacher)

17.1 Prior to instigating a recruitment and selection process, the LGB will need to address a number of questions before reaching a decision on the salary of a new Leadership employee. It is possible to delegate tasks to the Pay Committee although the selection decision must be endorsed by the full Local Governing Body.

- What is the School’s Headteacher Group?
- Choice of the Individual Pay Range (IPR)
- Choice of Starting Salary Point within the IPR

## 17.2 Determination of Leadership Pay Ranges

Headteacher Groups should be calculated as per paragraph 6 of the STPCD. A document to assist you with this calculation is available at **Appendix 4**. Once the correct School Group has been identified, the Pay Committee will exercise its discretion to set a minimum and maximum IPR within the declared group size. In deciding which minimum and maximum IPR to adopt, the Local Governing Body should take into account the following:

#### **For Headteachers:**

- the School’s size relative to the group and circumstances;
- any changes in duties and responsibilities of the Headteacher; and
- the relative salary ranges of any other teachers appointed to the Leadership Group.

#### **For Heads of School, Deputy & Assistant Headteachers:**

- that the minimum of the pay range should be higher than the salary of the highest paid classroom teacher;
- the maximum of the pay range should normally be below the lowest point of the Headteacher’s pay range;
- the responsibilities of the Head of School, Deputy or Assistant Headteacher; and
- the social, economic and cultural background of the pupils in School.

17.3 The Headteacher’s IPR should be a 7 point range and the IPR for Heads of School, Deputy and Assistant Headteachers should be a 5 point range. Having decided upon the range, the LGB will then determine a starting salary taking into account the following requirements:

#### **For Headteachers:**

- the Headteacher’s salary should be within the range; and
- the candidate’s existing salary (if currently employed), and his/her skills, knowledge and experience and any other factors which are relevant to attract the chosen candidate;
- the Individual Pay Range (IPR) of the Headteacher would normally be higher and not overlap with the Pay Range(s) of any Head of School, Deputy or Assistant Headteacher(s); and
- the complexity and challenge of the role in the particular context of the School.



**For Heads of School, Deputy & Assistant Headteachers:**

- the Head of School, Deputy/Assistant Headteacher's salary should be within the pay range; and
- the candidate's existing salary (if currently employed), and his/her skills, knowledge and experience and any other factors which are relevant to attract the chosen candidate.

17.4 The Pay Committee will also take account of any other permanent payments, made to staff within the School to ensure that appropriate differentials are created and maintained between posts of differing responsibility and accountability.

17.5 As a minimum, the School Group should be reviewed at least every **three** years.

17.6 The LGB will normally appoint new Leadership teachers at the bottom point of the relevant pay range (**see Appendix 5**). However, in exceptional circumstances it is recommended that the starting salary is within the first 3 points of the IPR to allow for future increases through the performance management appraisal process.

17.7 The Trust has established the following pay ranges for the Executive Headteacher:

Executive Headteacher Pay Range:

*[insert the School's 7 Point Range for the Executive Headteacher]*

17.8 The LGB has established the following pay ranges for the Headteacher, Head of School, Deputy Headteacher(s) and Assistant Headteacher(s):

Headteacher Pay Range:

*[insert the School's 7 Point Range for the Headteacher]*

Head of School Pay Range (where appropriate):

*[insert the School's 5 Point Range for the Head of School]*

Deputy Headteacher Pay Range:

*[insert the School's 5 Point Range for Deputy Headteacher(s)]*

Assistant Headteacher Pay Range:

*[insert the School's 5 Point Range for Assistant Headteacher(s)]*

## **17.9 Determination of Temporary Payments to Headteachers**

Temporary payments to the Headteacher will be determined in accordance with the provisions of the STPCD and will be reviewed annually.

In wholly exceptional circumstances the Pay Committee can use its discretion to exceed the 25% limit on temporary payments to Headteachers, as set out in paragraph 10 of the STPCD.

However, before agreeing to do so, it will seek the agreement of the LGB which in turn will seek advice from TPAT before providing such agreement. In such circumstances where discretion is exercised by the LGB with regard to the Headteacher's pay, this will be formally discussed and agreed by the LGB and the rationale will be recorded in the minutes of the LGB meeting.

17.10 If a Headteacher takes on permanent accountability for one or more additional schools, changes to pay ranges will be determined on a case by case basis.

## 17.11 Leadership Professional Responsibilities

Teachers employed in a Leadership post are not limited to the 1265 hours of directed time that applies to classroom teachers. As a consequence of the greater responsibilities placed upon members of the Leadership Group, they should receive a salary differential over the highest paid classroom teacher.

17.12 The LGB will pay teachers as Deputy or Assistant Headteachers only where the LGB is satisfied that, in the context of the teacher's duties, the role includes a significant responsibility that is not required of all classroom teachers or TLR holders, and that the role:

- is focused on teaching and learning;
- requires the exercise of a teacher's professional skills and judgement;
- requires the teacher to lead and manage the School through;
  - ❖ development of teaching and learning priorities across the School;
  - ❖ accountability for the standards of achievement and behaviour of pupils across the School;
  - ❖ accountability for the planning and deployment of the School's resources;
  - ❖ leading policy development and implementation across the School in accordance with statutory provisions;
  - ❖ managing whole School operational activity;
  - ❖ working with external bodies and agencies;
  - ❖ securing pupils' access to their educational entitlements;
- has an impact on the educational progress of the School's pupils;
- involves leading, developing and enhancing the teaching practice of the School's staff; and
- includes line management responsibility for a significant number of people and/or the line management of other line managers.

In the case of a Deputy Headteacher post, the LGB must also be satisfied that this significant responsibility features a job weight which exceeds that expected of an Assistant Headteacher employed in the same School, including responsibility for discharging in full the responsibilities of the Headteacher/Head of School in the absence of the Headteacher/Head of School.

## 17.13 Changes to Individual Pay Range and Leadership Pay Point

The LGB has the discretion to review the pay ranges minimum and maximum at any stage in response to **significant** changes to the School's circumstances, within the restrictions of the STPCD. If the LGB decide to change the range then it should be applied to any review following that determination.

## 17.14 Impact of a Reduction in Group Size upon the Leadership Group

Should a School be assigned to a lower Group, the Headteacher/Head of School and Deputy/Assistant Headteacher serving at the School, shall, while they remain in post at that School, continue to receive the existing pay points on the Leadership Group Pay Range but the LGB must review the IPR.

## **17.15 Executive Headships**

Where the Headteacher is appointed as an Executive Headteacher of more than one school the Trust must determine the Individual Pay Range by the application of the total unit score of all of the Schools calculated in accordance with paragraph 6.6 of the STPCD and Section 3 paragraphs 11 to 23 of the STPCD.

**or**

In the case of an Acting Headteacher, the determination of the Group Size that is up to two groups higher than the Headteacher group of any of the relevant Schools.

**or**

Where the Acting Headteacher is appointed to a group 7 or 8 School, the LGB may determine the Individual Pay Range by either:

- the application of the total unit score as outlined above; or
- the application of an uplift of up to 25% of the largest School, and its maximum may exceed the highest point of the Leadership Group Pay Range.

## **17.16 Headteachers temporarily accountable for more than one school**

If the Headteacher takes on temporary accountability for one or more additional Schools, the Pay Committee will consider awarding a temporary payment under paragraph 10 of the STPCD.

In a School where there is a vacancy in the post of Headteacher and it is not possible to appoint a Deputy Headteacher or another member of the teaching staff to take on the position of Acting Headteacher, a Headteacher of another School may be appointed to have responsibility on a temporary basis, in addition to their continuing role as the Headteacher of their own school. This temporary arrangement should be for no longer than two years and subject to regular review. Under the Collaboration Regulations 2003 the Local Governing Bodies may arrange for a joint committee made up of Governors from all the Schools involved to be established to oversee the arrangement. The Headteacher should be given a temporary variation to their contract. Any adjustment to their pay will not be subject to safeguarding provisions when the arrangement comes to an end.

## **18 Classroom Teacher Posts – Main Pay Range**

18.1 The Trust has established the pay range for Classroom Teacher posts paid on the Main Pay Range at **Appendix 5**.

18.2 The LGB undertakes that it will not restrict the pay range advertised for or starting salary and pay progression prospects available for Classroom Teacher posts, other than the minimum and the maximum of the Main Pay Range.

### **18.3 Determination of Starting Pay on the Main Pay Range**

18.3.1 Governors will pay newly qualified teachers point 1 of the Main Pay Range unless the teacher has relevant experience which the LGB wishes to recognise and reward (see below).

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

When determining the starting pay for a classroom teacher who has previously worked in a Local Authority maintained school or academy in England and Wales, the Governing Body will pay the

teacher on the Main Pay Range or Upper Pay Range at a scale point which at least maintains the teacher's previous pay entitlement plus any pay progression which they would have received had they remained in their previous post.

When determining the starting pay for a Classroom Teacher taking up their first appointment as a qualified Classroom Teacher, the LGB will pay the teacher on the Main Pay Range and will allocate pay scale points, as a minimum, on the following basis:

- one point for each one year of service as a qualified teacher in a maintained school, academy or a body described under the Redundancy Modification Order (**see Appendix 14**);
- one point for each one year of service as a qualified teacher in a maintained school, academy, city technology college or independent school;
- one point for each one year of service as a qualified teacher in higher education or further education including sixth form colleges, or in countries outside England and Wales in a school in the maintained sector of the country concerned;
- one point for each three years of non-teaching experience spent working in a relevant area, including industrial or commercial training, time spent working in an occupation relevant to the teacher's work at the school, and experience with children/young people;
- one point for each three years of other remunerated or unremunerated experience including caring for children during a career break;
- consider previous service on a case by case basis.

Essentially, the progression is one point per year in any such organisation(s) providing the teacher has worked twenty-six weeks or more in any one academic year.

18.4 The LGB will also consider the allocation of additional scale points on the above basis to other teachers appointed to the Main Pay Range. Governors should be aware that if they exercise such discretion, any point(s) awarded are permanent (even if a teacher moves to another school). Consistency in the application of this discretion is therefore important.

18.5 When determining the starting pay for a Classroom Teacher who has previously worked in a Local Authority maintained school or academy in England and Wales, the LGB will pay the teacher on the Main Pay Range at a scale point which at least maintains the teacher's previous pay entitlement plus any pay progression which they would have received had they remained in their previous post.

18.6 In exceptional circumstances, the LGB can, if necessary, use its discretion to award a recruitment incentive benefit to secure the candidate of its choice. The Headteacher, with the agreement of the Chair of LGB, will have delegated powers to this effect. This may take account of:

- the requirements of the post;
- any specialist knowledge required for the post;
- the experience required to undertake the specific duties of the post;
- the wider school context.

## 19 Classroom Teacher Posts –Upper Pay Range

19.1 The Trust has established the pay range for Classroom Teacher posts paid on the Upper Pay Range at **Appendix 5**.

- 19.2 The LGB will apply the principle of pay portability in making pay determinations for all new UPR appointees.

When determining the starting pay for a classroom teacher who has previously worked in a Local Authority maintained school or academy in England and Wales, the Governing Body will pay the teacher on the Main Pay Range or Upper Pay Range at a scale point which at least maintains the teacher's previous pay entitlement plus any pay progression which they would have received had they remained in their previous post.

- 19.3 The LGB will also pay classroom teachers who are "post-threshold teachers" as defined by paragraph 14 of the STPCD on the Upper Pay Range.

## 19.5 Movement to the Upper Pay Range – Applications and Evidence

Threshold assessment is a voluntary process and entirely a matter of choice for the classroom teacher. Any qualified teacher who has been on M6 for a period of one year 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. The LGB should delegate the receipt and assessment of threshold applications to the Headteacher.

Applications may be made once a year. Where teachers wish to be assessed, they should complete a UPR application form (**see Appendix 7**) and submit it to their appraiser. The teacher's application will be appended to their appraisal planning statement. The evidence to be used will be only that available through the appraisal process.

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(s). This School will not be bound by any pay decision made by another School.

## 19.6 Upper Pay Range Assessment

- 19.6.1 An application from a qualified teacher on M6 will be successful where the LGB is satisfied that:

- the teacher is highly competent in all elements of the relevant standards; and
- the teacher's achievements and contribution to the School are substantial and sustained.

- 19.6.2 For the purposes of this Pay Policy, the LGB will be satisfied that the teacher has met the expectations for progression to the Upper Pay Range where the UPR criteria (**see Appendix 6**) have been satisfied.

Progression from MPR to UPR will be made with regard to the most recent performance management/appraisal review. The review will be deemed successful unless significant concerns about standards of performance have been raised in writing with the teacher during the annual performance management cycle and have not been addressed through support provided by the School by the conclusion of that process.

- 19.6.3 All applications should include the results of the previous appraisal including any recommendation on pay. Where such information is not applicable or available, a written statement and summary of evidence designed to demonstrate that the applicant has met the assessment criteria must be submitted by the applicant.

- 19.6.4 In order for the assessment to be robust and transparent, it will be a broad evidence-based process only. Teachers therefore should ensure documentary evidence supporting the summary in the written application is available on request in the assessment of the application. Those teachers who have been absent, through sickness, disability or maternity, may cite written evidence from a **three year** period before the date of application, from this School and other Schools, in support of their application.
- 19.6.5 In making its decision, the LGB will have regard to the most recent appraisal review or, at most, the two most recent appraisal reviews. Reviews will be deemed to be successful unless significant concerns about standards of performance have been raised in writing with the teacher during the annual appraisal cycle and have not been sufficiently addressed through support provided by the School by the conclusion of that process.
- 19.6.6 Local Governing Bodies will pay classroom teachers who are 'post-threshold teachers' (as defined by the STPCD) on the Upper Pay Range. This includes teachers formerly employed as leadership group teachers for more than one year or as local authority school inspectors/advisers, and other teachers who have met standards equivalent to the Upper Pay Scale (UPS) standards (eg teachers in sixth-form colleges).

## 19.7 Upper Pay Range Procedures & Feedback

- 19.7.1 The assessment will be made within **ten** working days of receipt of the application or the conclusion of the appraisal process, whichever is later. If successful, applicants will move to the Upper Pay Range from 1 September and will be placed on Point 1 of that pay range. If unsuccessful, feedback will be provided by the Headteacher/ Head of School as soon as possible and at least within **five** working days of the decision; and will cover the reasons for the decision and the appeal arrangements available to the teacher. Any appeal against a decision not to move the teacher to the Upper Pay Range will be heard under the School's Pay Appeals Committee arrangements (**see Appendix 3**).
- 19.7.2 Feedback to successful and unsuccessful applicants should be informative and developmental. Feedback should link effectively to the School's Performance Management & Appraisal Policies and should enable the teacher and his/her manager to identify clear priorities for professional development.

## 19.8 Upper Pay Range Application Process (MPR > UPR Only)

One application may be submitted annually. The closing date for applications is normally 31<sup>st</sup> October each year; however, exceptions will be made in particular circumstances, eg those teachers who are on maternity leave or who are currently on sick leave. The process for applications is:

- complete the school's application form (**see Appendix 7**);
- submit the application form and supporting evidence to the Executive Head/Headteacher/Head of School by the cut-off date of 31<sup>st</sup> October;
- the Headteacher/Head of School will assess each Threshold application and will make a recommendation to the Pay Committee;
- the Pay Committee will make the final decision, advised by the Headteacher/Head of School;
- teachers will receive written notification within **five** working days of the outcome of this decision. Where the application is unsuccessful, the feedback will include the areas where it was felt that the teacher's performance did not satisfy the relevant criteria set out in this policy (see 'Assessment' below);

- successful applicants will move to the minimum of the UPR on 1 September;
- unsuccessful applicants can appeal the decision.

## 19.9 Upper Pay Scale Assessment

The teacher will be required to meet the criteria set out in paragraph 15 of the STPCD, namely that:

- the teacher is highly competent in all elements of the Teacher Standards; and
- the teacher's achievements and contribution to the School are substantial and sustained.

This means:

**“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 they are fulfilling and the context in which they are working.

**“Substantial”**: the teacher's achievements and contribution to the School are significant, not just in raising standards of teaching and learning in their own classroom, or with their 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”**: the teacher must have a successful appraisal report 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 highly effective.

The teacher is responsible for applying and they must provide the Headteacher/Head of School with adequate evidence, in the form of actual examples, to illustrate their experience in respect of each threshold criteria. The UPR application form can be found at **Appendix 7**.

Further information, including information on sources of evidence is contained within the Teachers' Appraisal Policy.

## 19.10 Pay Determinations for Upper Pay Range

- 19.10.1 Once pay awards have been agreed after the Pay Committee, all teachers should receive a statement which details their salary entitlement from 1 September each year.
- 19.10.2 Pay progression on the Upper Pay Range will be clearly attributable to the performance of the individual teacher. Performance assessment judgements must be based on the teacher's Appraisal review and should be assessed against the descriptors of a UPR teacher – please see **Appendix 8** for guidance in this respect. The Pay Committee will be able to objectively justify its decisions.
- 19.10.3 The UPR progressing teacher should receive verbal feedback from the Headteacher/Head of School and the reasons if progress is declined. They should also receive advice on aspects of their performance that would benefit from further development.
- 19.10.4 All progression through the UPR is performance related. Progression is not automatic but consideration for progression is. Teachers are required to successfully complete 2 cycles of Appraisal review to progress. An Appraisal review will be deemed to be successful unless significant concerns about standards of performance have been raised in writing with the teacher

during the annual appraisal cycle and have not been sufficiently addressed through support provided by the School by the conclusion of that process.

- 19.10.5 The Pay Committee will be advised by the Headteacher/Head of School in making all such decisions.

### 19.10.6 What is meant by “Substantial and Sustained?”

The DfE with the Headteachers’ trade union has issued the following guidance:

- Local Governing Bodies should seek the advice and recommendations of their Headteachers/Heads of School;
- the LGB and Headteacher/Head of School should use any information arising from any statutory reviews, such as Ofsted reports, and from the teacher appraisal reviews currently being undertaken in Schools;
- Local Governing Bodies and Headteachers/Heads of Schools should refer to the UPR progression criteria (**see Appendices 6 & 8**) to assist in the consideration of the teacher’s work and it is expected that a classroom teacher should demonstrate a greater breadth and depth in these standards than at the initial threshold level;
- objectives are linked to achieving targets for action arising from the School Development Plan should be considered. However, there is no automatic link between achieving objectives and pay progression.

- 19.10.7 Using these broad guidelines, Headteachers/Heads of School will be able to form a recommendation to Governors concerning teachers’ progression on the Upper Pay Range. Judgements should be rooted in evidence.
- 19.10.8 If the Headteacher/Head of School is not minded to recommend UPR progression they should give written reasoning to the teacher, who will be provided with an informal opportunity to discuss the matter.
- 19.10.9 The Headteacher/Head of School will make recommendations to the LGB and if they are not recommending UPR progression also inform the LGB of whether the teacher has challenged their decision.
- 19.10.10 The LGB may decide to review the information or accept the Headteacher’s/Heads of School’s recommendation, either way the LGB will then make a decision concerning the individual Classroom Teacher’s UPR progression. In cases where the evidence does not show continued achievement of the threshold standards the LGB may refuse the award of UPS progression until such time in the future as the teacher does reach those standards. If the LGB declines UPR progression it needs to provide reasons in writing,

Teachers that are declined UPR progression must be informed, in writing, of the LGB decision. The letter must provide clear reasoning and identify specific areas of improvement so that the teacher will be able to set related objectives in the next appraisal cycle. The teacher must also be informed that they have the right of appeal with trade union representation and be provided with a copy of **Appendix 3**.



## **20 Leading Practitioner Teacher Posts – Leading Practitioner Pay Range**

- 20.1 The Trust has established the pay range for Leading Practitioner teacher posts paid on the Leading Practitioner Pay Range at **Appendix 5**.
- 20.2 Such posts may be established for teachers whose primary purpose is the modelling and leading improvement of teaching skills, where those duties fall outside the criteria for the Teaching & Learning Responsibility payment structure.
- 20.3 The Pay Committee will exercise its discretion to set a minimum and maximum IPR within the declared School group size. When determining the Individual Pay Range (5-point range) and Point for such posts, the LGB will do this by reference to the weight of the responsibilities of the post and bearing in mind the need to ensure pay equality where posts are equally onerous and fair pay relativities between posts of differing levels of responsibility.
- If a school creates more than one such post, the IPR for each post should be determined separately and may differ to reflect the different demands and challenges of each post.
- 20.4 The policy of the LGB is to appoint any new Leading Practitioner teacher at the bottom point of the Leading Practitioner Pay Range.

## **20.5 Leading Practitioner Teacher Assessment**

The Local Governing Body will take account of paragraphs 16 and 49 of the STPCD when determining the role of Leading Practitioner in this School. Additional duties will be set out in the **job description** of the Leading Practitioner and will include:

- a leadership role in developing, implementing and evaluating policies and practices in the School that contribute to school improvement;
- the improvement of teaching schools within School [and within the wider school community] which impact significantly on pupil progress;
- improving the effectiveness of staff and colleagues, particularly in relation to specific areas of pedagogy and practice.

## **20.6 Leading Practitioner Pay Progression**

- 20.6.1 Leading Practitioner teachers will be awarded pay progression on their pay scales following each successful appraisal review. Reviews will be deemed to be successful unless significant concerns about standards of performance have been raised with the teacher during the annual appraisal cycle and have not been sufficiently addressed through support provided by the School by the conclusion of that process.
- 20.6.2 The Headteacher/Head of School will agree appraisal objectives for the Leading Practitioner.
- 20.6.3 The Pay Committee shall have regard to the results of the Leading Practitioner's appraisal, including the pay recommendation, when exercising any discretion in relation to their pay, in accordance with paragraph 16 of the STPCD.
- 20.6.4 The Pay Committee will take account of other evidence. The evidence should show the Leading Practitioner:

- has made at least good progress towards their objectives;
- is an exemplar of teaching skills, which should impact significantly on pupil progress, within School and within the wider School community, if relevant;
- has made a substantial impact on the effectiveness of staff and colleagues, including any specific elements of practice that have been highlighted as in need of improvement;
- is highly competent in all aspects of the Teachers' Standards;
- has shown strong leadership in developing, implementing and evaluating policies and practice in their workplace that contribute to school improvement.

"Highly Competent", "Substantial" and "Sustained" are defined in paragraph 18.9.

- 20.6.5 The Pay Committee will determine pay progression such that the amount is clearly attributable to the performance of the Leading Practitioner. The Pay Committee will be able to objectively justify its decision. The Pay Committee will be advised by the Headteacher/Head of School in making all such decisions.

Further information, including sources of evidence is contained within TPAT's Teachers' Appraisal Policy.

## **21 Unqualified Teacher Posts – Unqualified Teachers Pay Range**

- 21.1 The Trust has established the pay scale for Unqualified Teachers employed in Classroom Teacher posts at **Appendix 5**.

### **21.2 Determination of Starting Pay on the Unqualified Teacher Pay Range**

The Pay Committee will pay any unqualified teacher in accordance with paragraph 17 of the STPCD. The Pay Committee will determine where a newly appointed unqualified teacher will enter the scale, having regard to any qualifications or experience s/he may have, which they consider to be of value.

- 21.3 Previously, unqualified teacher status only applied to staff who were currently undertaking QTS training. Unqualified teachers who were not studying for QTS would have been transferred to become Instructors. However, The Education (School Teachers) (Qualifications and Specified Work) (Miscellaneous Amendments) (England) Regulations 2012 amended the 2003 regulations to allow academies the flexibility to appoint Unqualified Teachers/Instructors who do not hold QTS.
- 21.4 Unqualified teachers' pay points are permanent whether they remain in the same post or take up a new one.

### **21.5 Unqualified Classroom Teacher – Pay Progression**

- 21.5.1 Unqualified classroom teachers will be awarded pay progression on their pay scale following each successful appraisal review. Reviews will be deemed to be successful unless significant concerns about standards of performance have been raised with the teacher during the annual appraisal cycle and have not been sufficiently addressed through support provided by the School by the conclusion of that process.
- 21.5.2 In order to progress up the unqualified teacher pay range, unqualified teachers will need to show that they have made good progress towards their objectives.

Judgements will be properly rooted in evidence. As unqualified teachers move up the scale, this evidence should show:

- an improvement in teaching skills;
- an increasing positive impact on pupil progress;
- an increasing impact on wider outcomes for pupils;
- improvements in specific elements of practice identified to the teacher;
- an increasing contribution to the work of the School;
- an increasing impact on the effectiveness of staff and colleagues.

Information on sources of evidence is contained within TPAT's Teachers' Appraisal Policy.

21.5.3 The Pay Committee will be advised by the Headteacher/Head of School in making all such decisions. Pay progression on the Unqualified Teacher Pay Range will be clearly attributable to the performance of the individual teacher. The Pay Committee will be able to objectively justify its decisions.

21.6 If an unqualified teacher becomes qualified, the LGB will pay him/her on the next point up on the classroom teachers' Main Pay Range unless the Governors exercise discretion to pay a higher salary on the classroom teachers' MPR.

## **22 Allowances and Other Payments**

### **22.1 Teaching and Learning Responsibility (TLR) Payments**

The LGB with the Headteacher/Head of School should determine the staffing structure of the School. The structure must be discussed with their staff, therefore the duties and responsibilities and payments will need to be clear and defined. Staff should be consulted regarding any changes to the staffing structure. The LGB with the Headteacher/Head of School will then allocate the appropriate TLR level(s) and payment(s) in accordance with the guidance set out in the STPCD.

22.1.1 The levels should be distinctive and specific to the post and therefore unless there were changes to the responsibilities, progression up the levels would not be available.

22.1.2 The Local Governing Body (LGB) pays TLR payments to teachers in accordance with the pay ranges specified in the STPCD as updated from time to time. The TLR levels that apply for 2020/2021 are shown in **Appendix 5**.

22.1.3 Unqualified Teachers may not be awarded TLRs.

22.1.4 Teachers will not be required to undertake permanent additional responsibilities without payment of an appropriate permanent TLR1 or TLR2 payment.

22.1.5 The Pay Committee may award a TLR to a classroom teacher in accordance with paragraph 20 of the STPCD. TLR1 or TLR2 will be for clearly defined and sustained additional responsibility in the context of the School's staffing structure for the purpose of ensuring the continued delivery of high quality teaching and learning. All job descriptions will be regularly reviewed and will make clear, if applicable, the responsibility or package of responsibilities for which a TLR is awarded, taking into account the criterion and factors set out at paragraph 20 of the STPCD.

- 22.1.6 A TLR1 payment must include all the duties/responsibilities listed in (a) to (e) below eg a Head of Faculty and must be the value of one of the four fixed rate amounts at **Appendix 5** or between the minimum and maximum of a TLR1 payment.
- 22.1.7 A TLR2 payment must cover the duties/responsibilities listed in (a) to (d) below eg not the line management of staff and must be the value of one of the three fixed rate amounts at **Appendix 5** or between the minimum and maximum of a TLR2 payment.
- 22.1.8 TLR1 and TLR2 remain permanent awards whilst the teacher remains in post. They can only be awarded on a temporary basis if the teacher is temporarily covering a post on the school staffing structure where the holder of that post is absent eg on maternity leave or away on a secondment.
- 22.1.9 A teacher cannot hold a TLR1 and a TLR2 concurrently, a teacher in receipt of either a TLR1 or a TLR2 may also hold a concurrent TLR3.

## 22.2 Awarding TLR1 and TLR2 Payments

Before awarding any TLR1 or TLR2 payment, the LGB must be satisfied that the teacher's duties include a significant responsibility that is not required of all classroom teachers and that:

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

In addition, before awarding a TLR1 payment, the LGB must be satisfied that the significant responsibility referred to above includes line management responsibility for a significant number of people.

## 22.3 Awarding TLR3 Payments

The Pay Committee may award a TLR3 for clearly time-limited school improvement projects, or one-off externally driven responsibilities as set out in paragraph 20.3 of the STPCD. The duration of the fixed term must be established at the outset. There should be clear criteria for the award, level and duration of these payments. The Headteacher on behalf of the LGB, will set out in writing to the teacher the duration of the fixed term, and the amount of the award to be paid in monthly instalments. No pay protection will apply in relation to an award of a TLR3.

Before making any TLR3 payment, the LGB must be satisfied that the responsibilities meet (a), (b) and (d) of the above criteria; that they are being awarded **only** for clearly time limited school improvement projects or externally driven responsibilities; where there is a genuine development or operational need; and that the responsibilities are not a permanent or structural requirement which should instead be rewarded by means of a permanent TLR payment.

TLR3 payments will not be used to replace or otherwise limit teachers' pay progression on the Main or Upper Pay Ranges.

## 22.4 Special Educational Needs (SEN) Allowances

The Pay Committee will award a SEN spot value allowance as shown at **Appendix 5** to any classroom teacher who meets the criteria as set out in paragraph 21 of the STPCD.

- 22.4.1 When deciding on the amount of the allowance to be paid, the LGB will take into account the structure of the School's SEN provision, whether any mandatory qualifications are required for the post (for example, the School's SEN Co-ordinator is required to hold QTS, to have completed the Induction Period and to have undertaken the National Award for SEN Coordination), the qualifications or expertise of the teacher relevant to the post, such as autism; and the relative demands of the post (paragraph 21.2 of the STPCD). The LGB will also establish differential values in relation to SEN roles in the School in order to reflect significant differences in the nature and challenge of the work entailed so that the different payment levels can be objectively justified. The LGB will take account of paragraphs 55 to 59 of Section 3 of the STPCD guidance.

- 22.4.2 A SEN allowance of no less than £2,209 and no more than £4,359 per annum which is payable in accordance with the following:

The Local Governing Body must award a SEN allowance to a classroom teacher:

- (a) in any SEN post that requires a mandatory SEN qualification and involves teaching pupils with SEN;
- (b) in a special School;
- (c) who teaches pupils in one or more designated special classes or units in a School;
- (d) in any non-designated setting (including any pupil referral unit) that is comparable to a designated special class or unit, where the post:
  - (i) involves a substantial element of working directly with children with SEN;
  - (ii) requires the exercise of a teacher's professional skills and judgement in the teaching of children with special educational needs; and
  - (iii) has a greater level of involvement in the teaching of children with SEN than is the normal requirement of teachers throughout the School or unit.

- 22.4.3 Where a SEN allowance is to be paid, the LGB must determine the spot value of the allowance, taking into account the structure of the School's SEN provision and the following factors:

- (a) whether any mandatory qualifications are required for the post;
- (b) the qualifications or expertise of the teacher relevant to the post; and
- (c) the relative demands of the post.

## 22.5 Acting Allowances

In accordance with the provisions of the STPCD relating to the payment of acting allowances, the LGB will pay any teacher (including classroom teachers), who for any prolonged period (defined as a period of four school weeks or more), is required to carry out the full range of duties of a Headteacher, Head of School, Deputy Head, Assistant Head or a Classroom Teacher with paid additional responsibility. Normally the person acting up shall be paid the minimum of the pay range appropriate to the post, however the LGB may determine a higher salary if appropriate. Classroom teachers will receive an acting allowance equivalent to that of the substantive postholder. Once an acting allowance becomes due, the salary enhancement is paid retrospectively from the beginning of the period of cover.

Acting Allowances are normally paid where a teacher is assigned and carries out duties of a Headteacher, Head of School, Deputy or Assistant Headteacher, but has not been appointed as an Acting Headteacher, Acting Head of School, Acting Deputy or Acting Assistant Headteacher.

## **22.6 Allowance Payable to Unqualified Teachers**

The Local Governing Body may determine that such additional allowance as it considers appropriate is to be paid to an unqualified teacher where it considers, in the context of its staffing structure and Pay Policy, that the teacher has:

- (a) taken on sustained additional responsibility which:
  - (i) is focused on teaching and learning; and
  - (ii) requires the exercise of a teacher's professional skills and judgement; or
- (b) qualifications or experience which bring added value to the role being undertaken.

Unqualified teachers may not hold TLRs or SEN allowances.

## **22.7 Performance Payments to Seconded Teachers**

The LGB may determine to make a lump sum performance payment where:

- (a) a teacher is temporarily seconded to a post as Headteacher in a School causing concern which is not the Teacher's normal place of work; and
- (b) the LGB considers that the teacher merits additional payment to reflect sustained high quality of performance throughout the secondment.

Subject to paragraph 10.2 of the STPCD the total sum of the temporary payment made to a Headteacher, in accordance with paragraph 10.1, in any school year must not exceed 25% of the annual salary which is otherwise payable to the Headteacher, and the total sum of salary and other payments made to a Headteacher must not exceed 25% above the maximum of the Headteacher group to which the teacher is seconded, except as set out in paragraph 10.4.

The LGB may determine that additional payments be made to a Headteacher which exceeds the limit set out in paragraph 10.2 in wholly exceptional circumstances and with the agreement of TPAT HR. The LGB must seek external independent advice before producing a business case, seeking such agreement.

## **22.8 Recruitment and Retention Incentives**

- 22.8.1 The Local Governing Body may, as an incentive for the recruitment of new staff and the retention in their service of existing teachers, award a recruitment and retention allowance to a teacher.
- 22.8.2 The LGB must conduct regular formal reviews of all such awards and any such payments will be reviewed annually. The LGB should make clear at the outset the expected duration of any such incentives, and the review date after which they may be withdrawn.
- 22.8.3 Any award to a Headteacher is subject to the overall 25% limit on discretionary payments (paragraph 10.2 of STPCD) and should not result in the teacher being paid an amount in respect of the same circumstance or reason.

- 22.8.4 In each and every case where the LGB is considering making such a payment, it is strongly recommended that the LGB seeks advice from HR and/or Finance to ensure compliance with TPAT's financial regulations.

## **22.9 Additional Payments for Teachers**

- 22.9.1 The LGB may make payments to teachers, except for Headteachers, in respect of:

- (a) continuing professional development undertaken outside the School day;
- (b) activities relating to the provision of initial teacher training as part of the ordinary conduct of the School;
- (c) participation in out-of-school hours learning activity that has been agreed between the teacher and Headteacher;

And payments to Headteachers in respect of:

- (d) additional responsibilities and activities due to, or in respect of, the provision of services relating to the raising of educational standards to one or more additional Schools.

Further detailed information regarding (a) to (d) is provided below.

- 22.9.2 The Headteacher will make additional payments to all teachers who agree to undertake such activities. The Headteacher will consider the responsibility and size of commitment before the additional work is undertaken and liaise with the employees.

- 22.9.3 The LGB recognises that such activities are entirely voluntary and that some teachers' commitments will make it difficult for them to undertake such activities. Where teachers cannot attend CPD organised outside the school day, the school will endeavour to offer suitable alternative training arrangements within directed time in line with its commitment to equal opportunities.

- 22.9.4 Additional Payments should not be used to:

- reward additional hours worked eg if a part time teacher works additional hours then they should be paid as a supply teacher on their hourly rate and submit a supply teacher claim form;
- they should not be used to recognise regular work (this should be incorporated into the person's job description and the salary assessed accordingly);
- they should not be used to recognise long service or performance within the person's main job (it is a basic assumption that all staff perform well and work hard and therefore to differentiate in this way is unfair to the majority of staff who do not receive such payments).

### **22.9.5 Continuing Professional Development (CPD)**

The LGB should decide which CPD activities teachers may be paid for and set an appropriate level of payment. Some teachers may not wish, or be able, to attend training courses in the evenings, at weekends or during holidays. Heads and School Governors should respect the right of individuals to make their own choice and take proper account of equal opportunities and contractual requirements for reasonable work-life balance. Payments should only be made in respect of those activities undertaken outside of either the 1265 hours of directed time for full time teachers or the appropriate proportion of the 1265 hours of directed time for part time teachers. Participation in CPD outside of directed time is voluntary and cannot be directed.

### **22.9.6 Initial Teacher Training Activities (ITT)**

The LGB should decide whether to make additional payments to any Teacher for activities related to providing initial teacher training (ITT). Such payments may be made only for ITT which is provided as an ordinary incident in the conduct of the School.

Except for those employed on the Pay Range for Leading Practitioners, who may be required to carry out this duty, Teachers undertaking school-based ITT activities do so on an entirely voluntary basis. Such activities might include supervising and observing teaching practice; giving feedback to students on their performance and acting as professional mentors; running seminars or tutorials on aspects of the course; and formally assessing students' competences.

Other aspects of ITT activities cannot be regarded as an ordinary incident in the conduct of the school. Such activities include the additional requirements of School Centred ITT (SCITT), where schools take the lead in providing ITT courses. They may include planning and preparing materials for an ITT course, and taking responsibility for the well-being and tuition of ITT students.

### **22.9.7 Out of School Hours Learning Activities (OSLA)**

The Headteacher should decide whether to make payments to teachers who agree to participate in out-of-school hours learning. Payments to classroom teachers should only be made in respect of those activities undertaken outside of either the 1265 hours of directed time for full time teachers or the appropriate proportion of the 1265 hours of directed time for part time teachers. All agreements and payments to be made should be documented. All such activities should require the exercise of the teacher's professional skills or judgement.

### **22.9.8 Discretionary Payments to Headteachers**

Where a Headteacher in one school is providing a service to another School, for example as a National Leader of Education (NLE), the person providing that service is not ultimately accountable for the outcomes in the School, but for the quality of the service being provided. The Trust whose Headteacher is providing the service should determine how much, if any, additional payment is due to the individual concerned in line with the provisions of the STPCD and the School's Pay Policy, for example where the contract requires work outside school sessions.

Consideration should be given to the remuneration of other teachers who as a result of the Headteacher's additional role are taking on additional responsibilities and activities. This will be based on any additional responsibilities attached to the post (not the teacher), which should be recorded. Any increase in remuneration should only be agreed where the post accrues extra responsibilities as a result of the Headteacher's enlarged role; it is not automatic and should be in line with the provisions of the STPCD and the School's Pay Policy.

Where the arrangement for the Headteacher is temporary, any adjustment to pay other teachers is also temporary, and safeguarding provisions will not apply when the arrangements cease. The Trust should consider the appropriate use of acting allowances and other temporary payments. Where there is a Deputy Headteacher in the School, it may be more appropriate to temporarily increase his or her pay range to take account of the increased responsibilities in the absence of the Headteacher. Additionally, a teacher may be temporarily appointed, in the absence of the substantive postholder, to a post in the staffing structure which attracts a TLR payment; and



where none of those are appropriate, the Trust can make use of additional payments at paragraph 26.1(d). The Trust will inform the LGB of such payments.

## **22.10 Provision of Services to other Schools – Operating Principles and Requirements**

The following table sets out the operating principles and requirements which apply to the provision of services to other Schools.

- a) Any services provided by the Headteacher of one school to another school must be authorised formally by the LGB and, where the work extends over more than a 12 month period, the agreement of the LGB must be formally reviewed annually or sooner if appropriate. The LGB should also agree arrangements for terminating such work.
- b) Before such work is undertaken, the LGB and the Headteacher must take into account:
  - the needs of the School and its pupils;
  - the benefits that the activity would bring to the School;
  - the impact of any absence on other staff, including their workload; and
  - the workload and work-life balance of all the individuals concerned.
- c) In particular, before reaching a view the Trust should satisfy itself that these matters have been fully considered within the School's leadership team.
- d) Arrangements for payment for external work, including personal remuneration, will be approved by the Board of Trustees and decisions duly minuted.
- e) The Headteacher and LGB should monitor the operation of the arrangements and their impact on staff and pupils and take action where arrangements prove to be unsatisfactory.
- f) The disposition of any payment, including personal remuneration, for external services must be agreed in advance in accordance with the determinations of the Trust. The terms of such an agreement must be set out in a memorandum signed by the CEO and the Headteacher and any other members of staff involved.
- g) Any income derived from external sources for the work of a School's staff should accrue to the School. The Trust should decide whether it would be appropriate for individual members of staff to receive additional remuneration for these activities and, if so, determine the appropriate amount.
- h) The LGB should ensure that any expenses incurred by the individual as a result of taking on additional work are reimbursed, unless they are accounted for elsewhere.

## **22.11 Salary Sacrifice Arrangements**

For the purposes of this paragraph, the term "salary sacrifice arrangement" means any arrangement under which the teacher gives up the right to receive part of his/her gross salary in return for the employer's agreement to provide him/her with a benefit-in-kind. TPAT offers a cycle to work scheme. The scheme is exempt from income tax.

Where an employee applies to participate in this scheme, and if this is agreed by TPAT, the teacher may participate in any such arrangement and his/her gross salary will be reduced accordingly for the duration of his/her participation in it.

#### **22.12 First Aid Allowances**

A First Aid Allowance is payable to a teacher who is a Recognised First Aider. The current allowance is £317 pa. A pro-rata payment will be made for part time employees. This will be paid as **twelve** equal monthly payments.

#### **22.13 Salary Safeguarding**

The LGB will operate salary safeguarding arrangements in line with the provisions of the STPCD.

#### **22.14 Honoraria**

The LGB will not pay any honoraria to any member of the teaching staff for carrying out their professional duties as a teacher, recognising that there is no provision within the STPCD for the payment of bonuses or honoraria in any circumstances.

# SECTION 3 – SUPPORT STAFF PAY

## 23 Background

- 23.1 This policy sets out the framework for determining pay for support staff. It has been developed to comply with current legislation and the requirements of the Local Government Services National Agreement on Pay and Conditions of Service (the “Green Book”). It should be used in conjunction with the Green Book and guidance published by Truro and Penwith Academy Trust. In the event of any inadvertent contradictions, the Green Book and TPAT’s guidance will take precedence.
- 23.2 Pay decisions at this School are made by the Local Governing Body which has delegated certain responsibilities and decision-making powers to the Pay Committee. The Pay Committee is responsible for the establishment and review of the Pay Policy for Support Staff, subject to approval of the LGB, and has full authority to take pay decisions on behalf of the LGB in accordance with this Policy. The Executive Headteacher/Headteacher is responsible for advising the Pay Committee on its decisions.
- 23.3 The LGB should review the policy each year, or when other changes occur to the Green Book to ensure that it reflects the latest position.
- 23.4 In determining pay levels for support staff, in accordance with TPAT’s suite of general job descriptions, the LGB should also ensure these are set in accordance with the School’s staffing structure.

## 24 Payment of Support Staff Salary

- 24.1 The Local Governing Body (LGB) has adopted the pay scales shown at **Appendix 10** for Support Staff posts.
- 24.2 Full time is considered to be 37 hours per week over 52.14 weeks per year. If a member of staff’s contract is for less than those hours or paid weeks, the salary will be proportionately reduced.
- 24.3 Points 1, 2, 3 and 4 are the National Living/Minimum Wage and will therefore increase each April with the national pay award.
- 24.4 In order to apply a consistent approach to the determination of all support staff salaries, the Trust will review support staff salaries, apart from those that equate to the National Living/Minimum Wage, on 1 September each year.
- 24.5 Any breaks including the lunchtime break will be unpaid.
- 24.6 TPAT will issue to all members of staff an annual salary statement that details the individual’s salary point, any allowances, any safeguarded pay and any future performance review targets.

## 25 Pay Determination – Job Descriptions

- 25.1 The Pay Committee will determine the job descriptions, pay and grading of support staff within the framework of grades used by Truro and Penwith Academy Trust.

- 25.2 The job descriptions ensure that grades for jobs are decided objectively and fairly and must be applied to all Green Book staff. It is important to grade jobs appropriately to maintain morale among colleagues and to avoid unnecessary expenditure of School budgets, loss of valued employees and the risk of equal pay claims.
- 25.3 TPAT HR will use a systematic process for defining the relative salary of jobs within TPAT Schools. This will be undertaken by comparing jobs of different sorts within TPAT. It does not compare jobs with other organisations. The demands of the job are assessed and assigned a level. The School Support Staff job descriptions are available on Connect. Should a unique job role be required, the Executive Headteacher/Headteacher will submit a draft job description and person specification to HR to evaluate the value of the job and appropriate pay point, pay and conditions.

## **26 Pay Determination for Support Staff**

- 26.1 The LGB has adopted the suite of standard job descriptions, person specifications and recommended pay points provided by TPAT. Each job role has been evaluated and has been matched to an appropriate pay point, pay and conditions. This allows the LGB to have a consistent, objective and non-discriminatory way of determining job roles for support staff in order to meet the requirements of the Equal Pay Act.
- 26.2 Salaries for all Green Book employees are paid in arrears at the end of each calendar month and are divided into twelve equal monthly payments.
- 26.3 Term Time Only employees are typically paid for 38 or 39 working weeks. Employees can be appointed on contracts for term time only plus any specific number of additional working weeks.
- 26.4 For all term time only employees a pro rata annual leave entitlement is included within the pay calculation as set out in the contract. Annual leave entitlement depends upon length of service and salary grade. Statutory and contractual entitlement for annual leave is deemed to coincide with periods of school closure and is therefore considered to be taken during this time. There is no entitlement to take leave during term time.
- 26.5 If a term time only employee is due to leave employment on a Friday they will be paid until the Sunday. If an employee works until the end of a term (having worked the whole term) they will be paid until the notional end of the following holiday period eg 31st August.
- 26.6 Where a term-time employee leaves during a term rather than at the end of the term, either the employee or the School may request a calculation of time worked and salary paid taking into account start and leave dates where it is thought that there is a substantial imbalance and either salary paid/repaid or hours worked to rectify the imbalance.
- 26.7 Employees that work throughout the year must submit requests for annual leave in advance by following the School's procedures for requesting time off. Annual leave is normally expected to be taken during School holidays unless agreed in advance by the line manager. For current employees the annual leave year runs from 1st April to 31st March. From 1 September 2020 TPAT proposes that the annual leave year will run from 1 September 2020 to August 2021.
- 26.8 If a throughout the year employee is due to leave employment on a Friday they will be paid until the Sunday, however, there is no right to be paid until the notional holiday end date as for term time only staff.

## 27 Hours Per Week

The standard working week for full time employees is 37 hours, worked from Monday to Friday. When entering into a contractual relationship with an employee, the LGB will determine the number of hours and when they want staff to work and whether they wish to make any provisions in the contract to vary when the hours are actually worked. For some employees who are required to work outside the normal working week, a premium payment may be due. The premium payments which may be payable are set out in this policy.

- 27.1 To calculate the hourly rate of an employee, you would divide the full time equivalent annual salary by 1929.18, for example:

TPAT Point 5 £16,998 ÷ 1929.18 = £8.99 per hour.

## 28 Reduced Weeks Per Year

- 28.1 Where employees work less than 52.14 weeks per year they will be contracted on reduced weeks per year based upon the weeks that they are required to work. Their paid weeks will reflect their entitlement to holiday pay as part of their contractual terms and conditions of employment.

The standard working weeks and paid weeks for employees are shown on **Appendix 11**.

- 28.2 A list is provided at **Appendix 11** to identify which schools transferred to TPAT on the Council's Collective Agreement and which schools transferred to TPAT on the Non Collective Agreement. Employees who transferred into TPAT on reduced weeks per year will remain on those weeks for the duration of their current employment.
- 28.3 For new employees or existing employees who commence new roles, the Headteacher should select the appropriate weeks per year to be advertised, based on the needs of the School. Consideration should be given to ensure that employees in the same or similar roles are paid the same weeks per year to ensure equality and consistency for support staff.
- 28.4 Should the Headteacher wish to pay weeks per year that are different to the standard weeks provided, please contact TPAT HR for assistance.

## 29 Part Time Employees

- 29.1 Part time employees are those who work less than 37 hours per week or less than 52.14 weeks per year. Salaries will therefore be proportionately reduced to reflect the hours and weeks of work. For example, for an employee working 10 hours per week over 43.128 weeks per year, the formula to calculate the correct annual salary applicable to that role is:

Annual Salary ÷ 52.14 weeks ÷ 37 hours x 43.128 weeks x 10 hours = Actual Annual Salary.

- 29.2 Part time staff are not entitled to plusages for additional hours until they have worked 37 hours (with the exception of Nursery Nurses' employed prior to April 2004 where the standard working week is 32.5 hours), unless the hours are worked at weekends, public holidays or at night in which case the appropriate plusages will be paid for the hours worked in accordance with the Single Status provisions applicable on their employment.

## 30 Holiday Entitlement

- 30.1 All employees are legally entitled to paid holiday a year (statutory annual leave) whether they work full time, part time or zero hours workers. The amount of days paid depends on how many days or hours are worked.
- 30.2 Employees build up holiday from the day they start working, including when they are on a probationary period, sick leave, maternity, paternity, adoption or shared parental leave.
- 30.3 The hours worked and holiday entitlement for a full time worker is shown below. A holiday calculation for employees who are contracted for 52.14 weeks a year is shown at **Appendix 12**.

Length of Service	Holiday Entitlement exc bank holidays	Holiday Entitlement inc bank holidays	Actual Hours Worked
Less than 5 years	23 days	31 days	1707.18
After 5 years	28 days	36 days	1662.78

- 30.4 Employees who work part time are entitled to a proportion of the full time holiday entitlement, calculated pro rata. A holiday calculation for employees who are contracted for less than 52.14 weeks a year is shown at **Appendix 12**.

## 31 Additional Hours beyond the 37 Hours Working Week - Overtime

- 31.1 In normal circumstances (unless an individual contract provides for it), the need to require staff to work beyond the normal working week of 37 hours (32.5 for Nursery Nurses' employed prior to April 2004) should be avoided. However, there are instances when the School will need individuals to work additional hours outside their normal working pattern.
- 31.2 The LGB is committed to the principle of ensuring that overtime is worked only when it is strictly necessary for operational reasons and that arrangements are made to ensure that all overtime is properly managed and controlled to avoid unnecessary expenditure.
- 31.3 Any casual work or overtime must be approved by the Headteacher or delegated representative **before** it is undertaken.
- 31.4 The overtime is based upon complete 15 minute units with time less than a quarter hour not ranking as overtime.
- 31.5 Please find below the enhancements for staff working additional hours or shift work:

Working Arrangements	Plusage %
Overtime (up to 37 hours)	Plain Time Only
Overtime (beyond 37 hours)	Plain Time Only
Saturday working as part of normal working week	Plain Time Only
Sunday working as part of normal working week	25%
Night Work (Monday to Friday) 2100 to 0800	25%
Night Work (Saturdays and Sundays)	50%
Bank Holidays	100%
Recall to work & not required or less than 2 hours	Plain Time
Recall to work after midnight	50%

- 31.6 For Nursery Nurses' employed prior to April 2004 the standard working week is 32.5 hours, which is considered to be full time. Where a School requires the employee to work overtime or outside normal school hours it is subject to payment at plain time (based on 1/32.5 of weekly pay).

## **32 Recall to Work**

- 32.1 To qualify for these payments an employee must:

- have ceased work and left his or her place of employment and been recalled to work; or
- have been notified before ceasing work to return at a time not less than two hours after his or her normal finishing time.

When the recall to work is at a time which is more than 3 hours before an employee's normal commencing time or next shift, payment shall be as follows:

### **32.2 Return to work and not required or required to work for less than two hours**

A minimum payment as for 2 hours at plain time for additional hours working.

### **32.3 Work after midnight**

50% plusage for all hours worked up to normal commencing time.

### **32.4 Return to work on a second or third occasion during the same period**

Paid at the appropriate plusage for additional hours worked - subject to the total payment for the hours actually worked on the several recalls to work being not less than the amount which would have been paid if the recall had been for the same number of hours on a single occasion.

## **33 Retained Provisions**

The Single Status Agreement retained some provisions from the former APT & C Conditions of Service ("Purple Book") and the former Manual Worker Conditions of Service ("White Book"), namely: sleeping-in-duty, standby duty, lettings and planned overtime. These provisions, which are identified below will therefore remain and are binding on Schools, until such time as any change might be negotiated.

## **34 Lettings and Standby Duties**

- 34.1 If School Caretakers are required to undertake duties concerned with lettings outside their normal working week and after 6.00 pm the following applies:

- (a) a minimum payment of 1 hour at time and a half to be paid, any subsequent hours required to be worked up to 10 pm Mondays to Fridays and Saturday mornings to be paid for at time and a half;
- (b) the hours worked after 10 pm on Mondays to Fridays, and Saturday afternoons, are at the rate of time and a half with the hours on Sunday to be paid at the rate of double time.

- 34.2 If it is equal to the standby provisions then the following will apply:

- employees who are on standby duty are required to be available to receive and deal with work-related issues for a pre-determined period outside normal working hours;
- employees who are on standby duty and are paid at or below £45,999 are eligible for standby payments;
- standby payments will be calculated in relation to the hourly rate for the relevant “standby role” and according to the rates set out in the table below:

Period on Standby (outside of normal working hours)	Payment rate for each hour on standby
Monday to Friday	14% of standby role hourly rate
Weekends	17% of standby role hourly rate
Bank Holidays	20% of standby role hourly rates

34.3 “Call Out” is the requirement for an employee who is on standby to carry out duties relevant to the standby role during a period of standby duty. It may require the employee to attend their place of work or another location and may include work undertaken from their home.

If an employee is “called out” for less than 15 minutes they will not be paid for call out. However, if an employee is called out on separate occasions within the same shift these can be aggregated to trigger a call out payment, eg if an employee is called out for 10 minutes then returns to standby and is called out for a further 10 minutes they will be entitled to a call out payment in accordance with the following provision.

Call Out of between 15 and 30 minutes attracts a payment of half an hour. Call Out of between 31 and 60 minutes attracts a payment of one hour. Where the duration of Call Out is more than 1 hour, payment is rounded up to the nearest half hour.

Any payments for Call Out are made in addition to payments for standby.

In accordance with the Working Time Regulations, Headteachers will adjust normal working arrangements to ensure required rest time is provided as necessary for employees who have been called out.

## 35 Deleted Provisions

The provisions of the former and national local agreements relating to shift working, free and rest day working, evening working, unavoidable split shift or split-duty working shall be deleted. However, the allowances for the above mentioned working patterns will continue to be paid after 1 April 1999 for those employees entitled to those allowances at 31 March 1999.

## 36 Promotions and Regrading

A member of staff being promoted or regraded to a higher grade should receive an immediate pay increase backdated to the first day that they commenced their new role.

## 37 Payment of Acting Up Allowances

Employees who act up in the absence of more senior colleagues for a continuous period of at least four weeks shall be entitled to be paid the salary of the higher graded job – or a proportionate allowance where they are not undertaking the full duties and responsibilities of the



higher graded post. Once the qualifying period of four weeks has been satisfied, the higher salary will be paid with effect from the first day on which the employee was required to undertake the duties and responsibilities of the higher graded post.

## 38 Honorarium

- 38.1 Local Governing Bodies have the discretion to recognise and reward staff who undertake exceptional and/or extra duties for a short or extended period. It is for the LGB to determine the amount to be paid but account should be taken of the value of the duties and the duration which is undertaken in comparison with other staff. There is discretion on whether to pay this on a monthly basis or as a lump sum when the higher level duties cease. Which option is chosen is likely to be influenced by the duration of the higher level duties. The payment is subject to all normal deductions.
- 38.2 Care should be taken when agreeing that staff should undertake additional duties to ensure that they are reasonable, and the situation should be reviewed regularly and at least annually. After an extended period, consideration should be given to reviewing the award of the honorarium and the operational requirements and dependent upon the circumstances formalise the arrangement or make some other arrangement.
- 38.3 In order to avoid unnecessary confusion and arguments regarding the payment of honorarium payments, Executive Headteachers, Headteachers and Governors should consider the following guidance:
- payments over £1,000 – these may be submitted on a payroll variation form and must be authorised by either the Headteacher or a Governor - such payments should be recorded in the LGB minutes, which should be kept available at the School for audit purposes;
  - payments for less than £1,000 – these may be submitted on a payroll variation form and must be authorised by either the Headteacher or a Governor.
- 38.4 Honorarium payments should not be used to:
- reward additional hours worked (overtime payroll form should be used);
  - recognise regular work (this should be incorporated into the person's job description and a variation form submitted);
  - recognise long service or performance within the person's main job (it is a basic assumption that all staff perform well and work hard and therefore to differentiate in this way is unfair to the majority of staff who do not receive such payments).

## 39 First Aid Allowances

Where the requirement to act as a qualified first aider is included in the job description, this will form part of the job evaluated grade and no additional payment will be made. Where the School seeks a volunteer to undertake these duties, in addition to their job description, an additional payment will be paid. The level of training required to be eligible is the Health and Safety Executive approved First Aid at Work training.

A First Aid Allowance is payable to an employee who is a Recognised First Aider. The current allowance is £317 FTE annually. A pro-rata payment will be made for part time employees. This will be paid as **twelve** equal monthly payments.

## 40 Recruitment and Retention Supplement

40.1 TPAT recommends that the LGB considers the following values when discussing potential recruitment and retention supplements:

- we believe in the importance of having a Trust, which is a safe, secure and an attractive place to work and where the staff feel valued, empowered and supported;
- we believe that retaining, developing and motivating the Trust's workforce is key to providing the best education for our pupils;
- we believe in a consistent and equitable approach to the appointment of all staff;
- the purpose of the supplement is for recruitment and retention, not for carrying out specific responsibilities or to supplement pay in other ways.

40.2 Supplements can be paid in addition to the evaluated grade where the School has evidence of the following:

- failure to recruit satisfactorily following a recruitment process;
- any other identifiable reason to pay a retention supplement as agreed by the LGB/Trust.

It is important to ensure that the decision to pay the supplement must be based on evidence of the need to recruit and retain staff.

40.3 Where there is evidence of recruitment or retention difficulties for a particular job, and evidence that the evaluated grade is below the local market rate, a recruitment and retention supplement may be paid for a fixed period.

40.4 Jobs cannot be graded at a higher rate than the evaluated grade simply for recruitment or retention reasons because that would open up potential Equal Pay claims within TPAT.

40.5 The LGB will pay recruitment awards for a maximum of **three years** and will be subject to annual reviews. It should be made clear at the outset the expected duration of the supplement and the review date after which it may be withdrawn. Benefits will be limited to a maximum of 25% of the determined salary (in line with Headteachers). It may be renewed for a further period where circumstances require it. All benefits will need the approval of the LGB.

40.6 The recruitment and retention allowance will remain static for the agreed period of time and will not be subject to any increases.

40.7 A review of rates will be necessary if the LGB intends to increase the level of these awards in line with general increases to salaries, or in other circumstances which the Board of Trustees may determine. The above will be kept under review and subject to change.

## 41 Removing a Recruitment or Retention Supplement

If you wish to remove a supplement from an employee, please seek advice from TPAT's HR team at an early stage before doing so.

## 42 Protected Allowances (Former APT&C Agreement – Purple Book) from 1 April 2019

Nursery Staff in Educational Establishments	SEN Allowance	£1,289.00 pa
Laboratory/Workshop Technicians	City & Guilds Lab Tech Certificate Allowance	£209.00 pa
Laboratory/Workshop Technicians	City & Guilds Lab Tech Advanced Certificate	£152.00 pa

Part time employees will receive these payments pro rata.

## 43 Pay Protection

Where a pay determination through assessing a job description or redeployment leads to the start of a period of safeguarding, the LGB will give the required notification as soon as possible and no later than one month after the date of the determination. The standard period of pay protection for support staff is **three** years.

## 44 Pay Reviews and the Right to Appeal

- 44.1 It is recommended that job descriptions are reviewed annually as part of the employee's performance review or at other times where there are changes to the role. If there are significant changes to the duties of the job, a re-evaluation of the grade should be carried out through TPAT's HR Team.
- 44.2 If an employee is not satisfied with the outcome of a grade review, they should raise this informally first with their Executive Headteacher, Headteacher or Head of School.
- 44.3 If an employee remains dissatisfied, after discussions with the Headteacher, they may formally appeal to the Pay Appeals Committee in writing, within **one month** of being notified of the grading outcome. Further information about the appeal procedure is provided in **Appendix 3**.

## 45 Other Pay Matters

- 45.1 Where an employee has a concern about their pay, that is not related to the evaluated grade, such as concern about an additional payment, they should raise this in the first instance with the Executive Headteacher, Headteacher or Head of School.
- 45.2 Where the matter is related to a decision made by the School's Pay Committee, the employee may raise a formal appeal, in writing within **ten** days of receiving the pay decision. Headteachers are advised to contact HR for support where a pay appeal has been submitted.
- 45.3 Employees must send their appeal to the Executive Headteacher/Headteacher in the first instance. The Executive Headteacher/Headteacher will arrange for the matter to be heard by a panel of the Pay Committee not previously involved in making the decision.
- 45.4 The employee will be given the right to make personal representations to the Pay Committee and to be accompanied by a trade union representative or work colleague.

**Appendix 3** sets out the proceedings for a Pay Appeals Committee hearing.

## REMIT FOR THE PAY COMMITTEE OF THE LOCAL GOVERNING BODY

The Pay Committee will comprise at least **three** governors. Governors who sit upon this committee are not permitted to sit upon the Pay Appeals Committee. Governors who have, or may have, a pecuniary interest must not sit on the Pay Committee or the Pay Appeals Committee.

### Establishment of the Policy

The Trust is responsible for:

- establishing the Policy, in consultation with Headteachers and trade union representatives.

The Local Governing Body is responsible for:

- formal adoption of the policy.

### Monitoring and Review of the Policy

The Trust is responsible for:

- reviewing the Policy annually, in consultation with Headteachers and trade union representatives.

The Local Governing Body is responsible for:

- considering an annual report, including statistical information, on decisions taken in accordance with the terms of the policy.

### Application of the Policy

The Headteacher is responsible for:

- ensuring that pay recommendations for the Head of School, Deputy and Assistant Headteacher(s), and Classroom Teachers are made and submitted to the Pay Committee in accordance with the terms of the policy;
- advising the Pay Committee on its decisions; and
- ensuring that staff are informed of the outcome of decisions of the Pay Committee and of the right of appeal.

The Pay Committee is responsible for:

- taking decisions regarding the pay of the Head of School, Deputy and Assistant Headteacher(s), and Classroom Teachers following consideration of the recommendations of pay reviewers and the advice of the Headteacher;

The Trust is responsible for:

- taking decisions regarding the pay of the Headteacher following consideration of the recommendations of the Governors responsible for the Headteacher's performance review;
- submitting reports of these decisions to the Board of Trustees; and
- ensuring that the Headteacher is informed of the outcome of the decision and of the right of appeal.

The Appeals Committee of the Governing Body is responsible for:

- taking decisions on appeals against the decisions of the Pay Committee in accordance with the terms of the appeals procedure of the policy.

## PROCEDURE FOR THE CONDUCT OF FORMAL MEETINGS

### Introductions

**Chair introduces everyone and what their role is:**

- self as chair;
- other panel member(s) (if applicable);
- employee;
- employee representative;
- any witnesses for the employee side;
- management representative who will state the management case;
- any witnesses for the management side;
- person who will clerk the meeting;
- HR Advisor to give advice to the panel.

**Chair goes over the order of the hearing:**

- employee will state their case;
- chair asks questions of the employee/employee representative;
- chair invites panel (if applicable) to ask questions;
- management will state their case;
- chair asks questions of the management;
- chair invites panel (if applicable) to ask questions;
- chair to sum up both sides;
- chair to adjourn hearing to deliberate.

<b>The Employee Case</b> <b>Employee/representative presents employee case:</b> <ul style="list-style-type: none"> <li>• what is the evidence that supports their case;</li> <li>• introduces any witnesses;</li> <li>• Chair asks questions;</li> <li>• Chair opens the discussion to the panel (if applicable)</li> </ul>	<b>The Management Case</b> <b>Management representative presents management case:</b> <ul style="list-style-type: none"> <li>• what is the evidence that supports the disputed pay decision;</li> <li>• introduces any witnesses;</li> <li>• Chair asks questions;</li> <li>• Chair opens the discussion to the panel (if applicable)</li> </ul>
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### Summing Up

If appropriate, the Chair can sum up the key points on both sides.

### End of Hearing

Chair ends the hearing and advises employee that they will let him/her have the panel's decision in writing within timescale.

Chair advises employee that he/she will have a right of appeal and that the letter will contain full details.

### Decision-Making

HR clerk notes main points of panel discussion and their decision.

Panel obtains HR advice if required to inform their decision-making.

### Communication of Decision

Employee is notified of decision.

Decision and reason for the decision confirmed in writing.

## PAY APPEALS PROCEDURE

The Local Governing Body is committed to ensuring that appeals against pay decisions meet the requirements of the dispute resolution provisions of employment law (see [www.acas.org.uk](http://www.acas.org.uk))

The process set out below is consistent with the dispute resolution provisions of employment law and may be adopted by the School as the means by which appeals against pay decisions are considered.

Employees may seek a review of any determination in relation to their pay or any other decision taken by the Local Governing Body (or a committee or individual acting with delegated authority) that affects their pay.

The following list, which is not exhaustive, includes the usual reasons for seeking a review of a pay determination:

That the person or committee by whom the decision was made:

- incorrectly applied any provision of the TPAT 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 member of staff.

The order of proceedings is as follows:

- 1 The employee receives written confirmation of the pay determination and where applicable the basis on which the decision was made.
- 2 If the employee is not satisfied, he/she should seek to resolve this by discussing the matter informally with the decision-maker within **ten** working days of the decision.
- 3 Where this is not possible, or where the employee continues to be dissatisfied, he/she may follow a formal appeal process.
- 4 The employee should set down in writing the grounds for questioning the pay decision and send it to the person (or committee) who made the determination, within **ten** working days of the notification of the decision being appealed against or of the outcome of the discussion referred to above.
- 5 The committee or person who made the determination should provide a hearing, within **twenty** working days of receipt of the written appeal, to consider the appeal and give the employee 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.

Any appeal should be heard by a panel of **three** governors who were not involved in the original determination, normally within **twenty** working days of the receipt of the written appeal notification. The employee will be given the opportunity to make representations in person. The decision of the appeal panel will be given in writing within **five** working days of the hearing, and where the appeal is rejected will include a note of the evidence considered and the reasons for the decision.

For any formal meeting the employee is entitled to be accompanied by a colleague or union representative. Each step and action of this process must be taken without unreasonable delay. The timing and location of formal meetings must be reasonable. Formal meetings must allow both parties to explain their cases.

If the appeal is upheld, the pay increase will be applicable and backdated as appropriate.

## How to determine an Ordinary School's Headteacher Group

There is a requirement to determine the School's Headteacher Group:

- when appointing a new Executive Headteacher or Headteacher; and
- every three years; and
- when the Local Governing Body, Executive Headteacher or Headteacher see fit.

## You can calculate the School's Headteacher Group below

Please write in the shaded areas as appropriate:

Key Stage	Insert number of pupils according to most recent Form 7	units per pupil	total units
pre and KS1 & KS2		× 7	
KS3		× 9	
KS4		× 11	
KS5		× 13	
statemented pupils		× 3 (additional)	
part time pupils		× ½	
TOTAL UNIT SCORE			

Using the TOTAL UNIT SCORE, look up the information table below to determine the School Headteacher Group (SHG\*)

## Information Table – from 1 September 2019

Group (SHG*)	Individual Pay Range	Annual FTE Salaries minimum to maximum	Total Unit Score
1	L6 - L17	46,457 – 61,808	up to 1,000
2	L8 - L20	48,808 – 66,517	1,001 to 2,200
3	L11 - L23	52,643 – 71,590	2,201 to 3,500
4	L14 - L26	56,579 – 77,048	3,501 to 5,000
5	L18 - L30	62,426 – 84,976	5,001 to 7,500
6	L21 - L34	67,183 – 93,732	7,501 to 11,000
7	L24 - L38	72,306 – 103,334	11,001 to 17,000
8	L28 - L43	79,748 – 114,060	17,001 and over

## Teachers' Pay Ranges – 1 September 2019

## Appendix 5

Unqualified Teacher Pay Range Points	
1 (minimum)	£17,682
2	£19,739
3	£21,794
4	£23,851
5	£25,909
6 (maximum)	£27,965

Classroom Teacher Main Pay Range Points	
M1 (minimum)	£24,373
M2	£26,298
M3	£28,413
M4	£30,599
M5	£33,010
M6 (maximum)	£35,971

Classroom Teacher Upper Pay Range Points	
U1 (minimum)	£37,654
U2	£39,050
U3 (maximum)	£40,490

Lead Practitioners Pay Range Points					
1 (minimum)	£41,267	7	£47,942	13	£55,474
2	£42,301	8	£49,048	14	£56,857
3	£43,357	9	£50,273	15	£58,272
4	£44,436	10	£51,564	16	£59,821
5	£45,543	11	£52,902	17	£61,195
6	£46,685	12	£54,121	18 (maximum)	£62,735

Allowances							
SEN1	£2,209	TLR1d	£13,654	TLR3b	£1,656	SAFE	varied
SEN2	£4,359	TLR2a	£2,796	TLR3c	£2,757	First Aid	£317
TLR1a	£8,069	TLR2b	£4,812	RR	varied		
TLR1b	£9,931	TLR2c	£6,829	ACT	varied		
TLR1c	£11,792	TLR3a	£555	PERF	varied		

### Note – Teaching & Learning Responsibility Payments (variable)

Type	Minimum	Maximum	Duration
TLR1	£8,069	£13,654	Permanent / Temporary
TLR2	£2,796	£6,829	Permanent / Temporary
TLR3	£555	£2,757	Fixed Term Only

### Headteacher Groups – Individual Pay Ranges

Note – Heads should be given a 7 point pay range / Deputies/Asst Heads should be given a 5 point pay range

Group 1	L06 – L17	£46,457	£61,808	Group 5	L18 – L30	£62,426	£84,976
Group 2	L08 – L20	£48,808	£66,517	Group 6	L21 – L34	£67,183	£93,732
Group 3	L11 – L23	£52,643	£71,590	Group 7	L24 – L38	£72,306	£103,334
Group 4	L14 – L26	£56,579	£77,048	Group 8	L28 – L43	£79,748	£114,060

### Leadership Group Pay Range Points

L01	£41,065	L12	£53,856	L23	£70,556	L34	£92,373
L02	£42,093	L13	£55,202	L24	£72,306	L35	£94,669
L03	£43,144	L14	£56,579	L25	£74,103	L36	£97,013
L04	£44,218	L15	£57,986	L26	£75,936	L37	£99,424
L05	£45,319	L16	£59,528	L27	£77,818	L38	£101,885
L06	£46,457	L17	£60,895	L28	£79,748	L39	£104,368
L07	£47,707	L18	£62,426	L29	£81,723	L40	£106,972
L08	£48,808	L19	£63,975	L30	£83,757	L41	£109,644
L09	£50,026	L20	£65,561	L31	£85,826	L42	£112,392
L10	£51,311	L21	£67,183	L32	£87,960	L43	£114,060
L11	£52,643	L22	£68,851	L33	£90,145		



## UPPER PAY RANGE PROGRESSION CRITERIA

The School has adopted the following criteria which were formerly set out in the STPCD:

### **1 Professional Attributes**

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

### **2 Professional Knowledge and Understanding**

- 2.1 Contribute significantly, where appropriate, to implementing workplace policies and practice and to promoting collective responsibility for their implementation.
- 2.2 Have an extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise learning to provide opportunities for all learners to achieve their potential.
- 2.3 Have an extensive knowledge and well-informed understanding of the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those related to public examinations and qualifications.
- 2.4 Have up-to-date knowledge and understanding of the different types of qualifications and specifications and their suitability for meeting learners' needs.
- 2.5 Have a more developed knowledge and understanding of their subjects/curriculum areas and related pedagogy including how learning progresses within them.
- 2.6 Have sufficient depth of knowledge and experience to be able to give advice on the development and wellbeing of children and young people.

### **3 Professional Skills**

- 3.1 Be flexible, creative and adept at designing learning sequences within lessons and across lessons that are effective and consistently well-matched to learning objectives and the needs of learners and which integrate recent developments, including those relating to subject/curriculum knowledge.
- 3.2 Have teaching skills which lead to learners achieving well relative to their prior attainment, making progress as good as, or better than, similar learners nationally.
- 3.3 Promote collaboration and work effectively as a team member.
- 3.4 Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback.

## Application to be considered for progression to the Upper Pay Range

<b>Name:</b>	
<b>School:</b>	

The progression cycle through the pay grades is that teachers, who meet the Teaching Standards and the Performance Management targets, will progress at one point on the Main Pay Range (MPR) for each year's successful service. Teachers at the top of the Main Pay Range (M6) for a year can apply to move on to the first point of the Upper Pay Range, providing they meet the required standards and criteria.

There is no automatic progression to the Upper Pay Range. The UPR role is substantially greater with regard to accountability and responsibility than that of a MPR role (see UPR Job Description). To be considered for UPR progression a teacher needs to inform the Executive Headteacher / Headteacher / Head of School via completion of this application form. Evidence will be reviewed during the appraisal cycle and teachers advised of the outcome in writing in line with other pay progression advice. All pay progression is subject to approval by the Local Governing Body.

Professional Attributes	
<b>Frameworks</b>	Contribute significantly, where appropriate, to implementing workplace policies and practice and to promoting collective responsibility for their implementation. Please describe how you meet this requirement below.

<b>Professional Knowledge and Understanding</b>	
<b>Teaching and Learning</b>	Have an extensive knowledge and well-informed understanding of the assessment requirements and arrangements for the subjects/curriculum areas, including those related to public examinations and qualifications. Teaching and Learning to be assessed as consistently at least Good for the previous 12 months. Please describe how you meet this requirement below.
<b>Assessment and Monitoring</b>	<p>Have an extensive knowledge and well-informed understanding of the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those related to public examinations and qualifications.</p> <p>Have up-to-date knowledge and understanding of the different types of qualifications and specifications and their suitability to meeting students/pupils needs. This will be evidenced by faculty contribution, teaching and learning feedback and moderator/examiner reports. Please describe how you meet this requirement below.</p>
<b>Subjects and Curriculum</b>	Have an extensive knowledge and understanding of relevant subjects/curriculum areas and related pedagogy including how learning progresses within them. This will be evidenced by faculty contribution, SOL and support for other team members and lesson observation feedback. Please describe how you meet this requirement below.
<b>Health and Wellbeing</b>	Have sufficient depth of knowledge and experience to be able to give advice on the development and well-being of children and young people. This will be evidenced through the tutor role, safeguarding referrals and parental communication. Please describe how you meet this requirement below.

Professional Skills	
<b>Planning</b>	Be flexible, creative and adept at designing learning sequences within lessons and across lessons that are effective and consistently well-matched to learning objectives and the needs of learners and which integrate recent developments, including those relating to subject/curriculum knowledge. This will be evidenced by faculty contribution, SOL, lesson planning and support for colleagues. Please describe how you meet this requirement below.
<b>Teaching and Progress</b>	Have teaching skills which lead to learners achieving well, relative to their prior attainment, making progress which is significantly better than similar learners nationally and in line with school targets. This will be evidenced by student/pupil outcomes across all year groups. Please describe how you meet this requirement below.
<b>Team Working</b>	Promote collaboration and work effectively as a team member. Contribution to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback. Evidenced by faculty CPD and development contribution. Please describe how you meet this requirement below.

## Progression to Upper Pay Range Point 2 or Point 3

The progression cycle through the Upper Pay Range (UPR) is that staff complete two successful years on each point.

Teachers progressing to UPR Point 2 or Point 3 must continue to meet the post threshold standards. In addition, they must have made a substantial and sustained contribution to the School. Evidence will consist of the two most recent performance management reviews.

During this process, teachers will need to describe how they meet the following criteria:

- 1 Demonstrate that achievements and contribution to the School have been substantial and sustained – describe how you met this requirement;
- 2 Continue to meet post threshold standards – describe how you met this requirement;
- 3 Evidence professional growth by developing teaching expertise post threshold – describe how you met this requirement.

TPAT POST THRESHOLD DESCRIPTORS (Herein are examples of how teachers demonstrate sustained and substantial contributions)	
<b>Professional Attributes</b>	
<b>FRAMEWORK</b> P1 – Contribute significantly, where appropriate, to implementing workplace policies and practice and to promoting collective responsibility for their implementation	
<b>Professional Knowledge and Understanding</b>	
<b>TEACHING AND LEARNING</b> P2 - Have an extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise learning to provide opportunities for all learners to achieve their potential <b>ASSESSMENT AND MONITORING</b> P3 - Have an extensive knowledge and well-informed understanding of the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those related to public examinations and qualifications P4 - Have up-to-date knowledge and understanding of the different types of qualifications and specifications and their suitability for meeting learners' needs <b>SUBJECTS AND CURRICULUM</b> P5 - Have a more developed knowledge and understanding of their subjects/curriculum areas and related pedagogy including how learning progresses within them <b>HEALTH AND WELLBEING</b> P6 - Have sufficient depth of knowledge and experience to be able to give advice on the development and well-being of children and young people	
<b>Professional Skills</b>	
<b>PLANNING</b> P7 - Be flexible, creative and adept at designing learning sequences within lessons and across lessons that are effective and consistently well-matched to learning objectives and the needs of learners and which integrate recent developments, including those relating to subject/curriculum knowledge <b>TEACHING</b> P8 - Have teaching skills which lead to learners achieving well relative to their prior attainment, making progress as good as, or better than, similar learners nationally <b>TEAM WORK AND COLLABORATION</b> P9 - Promote collaboration and work effectively as a team member P10 - Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback	

TPAT Professional Attributes: **FRAMEWORK**

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

Descriptor	Upper Pay Range Point 1	Upper Pay Range Point 2	Upper Pay Range Point 3
<b>School and National Initiatives</b>	<p>Teachers keep abreast of change and are conversant with relevant legislation, changed practice and National initiatives.</p> <p>Teachers act proactively upon changes in policy and lead the process well.</p> <p>Teachers inspire and drive their subject across the whole school and raise standards as a result of National initiatives and expectations.</p>	<p>Teachers act on relevant legislation, changed practice and National initiatives, working with leadership team and governors to ensure that the provision is more than 'Good'.</p> <p>Teachers act proactively upon changes in policy and lead the process well, embracing change and seeking out opportunities which will heighten outcomes for pupils.</p> <p>Teachers lead whole school initiatives, able to motivate, inspire and drive colleagues, directly impacting on staff attitudes, their understanding of the initiatives and ultimately raising standards.</p>	<p>Teachers work alongside the leadership team and governors to plan for any impending change caused by National initiatives.</p> <p>Teachers act proactively and ensure that the whole school teams are on board to embrace change in policy, which will heighten outcomes for children as well as contributing towards staff development.</p> <p>Teachers lead initiatives across a cluster of schools seeking opportunities to motivate, inspire and drive colleagues, directly impacting on staff attitudes, their understanding of the initiatives and ultimately raising standards.</p>

TPAT Professional Knowledge and Understanding: **TEACHING AND LEARNING**

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

Descriptor	Upper Pay Range Point 1	Upper Pay Range Point 2	Upper Pay Range Point 3
<b>Teaching and Learning</b>	<p>Teaching in learning sessions is challenging and motivating to <b>all</b> children through effective planning, innovative delivery, responsive questioning and quality assessment.</p> <p>Teachers make the process of learning explicit in their teaching, so that the children develop high levels of metacognitive skills to enable them to become more effective and efficient learners.</p>	<p>Teachers develop in colleagues the ability to ensure that learning sessions are challenging and motivating to <b>all</b> children through effective planning, innovative delivery, responsive questioning and quality assessment and are able to articulate specific skills and strategies needed to support.</p> <p>Teachers make the process of learning explicit both in their teaching and in the support they offer their colleagues, so that the children develop high levels of</p>	<p>Teachers develop in colleagues from both internally and externally, the ability to ensure that learning sessions are challenging and motivating to <b>all</b> children through effective planning, innovative delivery, responsive questioning and quality assessment and are able to articulate specific skills and strategies needed to support, with the pedagogical understanding made explicit.</p> <p>Teachers make the process of learning explicit both in their teaching, in the support they offer their</p>

	<p>Teachers are able to plan well-structured learning sequences showing clear learning gains in what they are able to do, know and understand, giving opportunities for <b>all</b> children to be stretched and challenged.</p> <p>Progress of learning is at least expected and evidenced in books and talking to children.</p> <p>Teaching inspires, motivates and drives a desire for independent learning across all areas of the curriculum.</p> <p>Teaching is considered to be secure and inspirational enough for teachers within the phase to observe and learn from in specialist subject areas.</p>	<p>metacognitive skills to enable them to become more effective and efficient learners.</p> <p>Teachers are able to support colleagues from the wider school to plan well-structured learning sequences showing clear learning gains in what they are able to do, know and understand, giving opportunities for <b>all</b> children to be stretched and challenged across the whole curriculum.</p> <p>Progress of learning is more than expected and evidenced in books and talking to children.</p> <p>Through an imaginative approach to the delivery of the curriculum, teaching inspires, motivates and drives a desire for independent learning across all areas of the curriculum, creating awe and wonder.</p> <p>Teaching is considered to be excellent and inspirational enough for teachers within the school to observe and learn from across all areas of the curriculum and this is evidence through feedback to the leadership team on showing a high impact on their own professional development.</p>	<p>colleagues both internally and externally, so that the children develop high levels of metacognitive skills to enable them to become more effective and efficient learners.</p> <p>Teachers are able to support colleagues from the wider school as well as partner schools to plan well-structured learning sequences showing clear learning gains in what they are able to do, know and understand, giving opportunities for <b>all</b> children to be stretched and challenged across the whole curriculum.</p> <p>Progress of learning is significantly more than expected and evidenced in books and talking to children.</p> <p>Through an imaginative approach to the delivery of the curriculum and engaging with evidence based research, teaching inspires, motivates and drives a desire for independent learning across all areas of the curriculum, creating awe and wonder.</p> <p>Teaching is considered to be exemplary and inspirational enough for teachers in partner schools to observe and learn from across all areas of the curriculum and this is evidence through feedback to the leadership team on showing a high impact on their own professional development.</p>
Behaviour and Engagement	<p>Teachers have exemplary positive behaviour management strategies for their own class leading to high levels of engagement for <b>all</b> children.</p> <p>Teachers have a high level of understanding of child development and trauma and are able to build strong relationships in the classroom to enable <b>all</b> children to feel safe and secure in the learning environment.</p>	<p>Teachers have exemplary positive behaviour management strategies for their own class leading to high levels of engagement for <b>all</b> children and can advise colleagues within the school.</p> <p>Teachers have a high level of understanding of child development and trauma and are able to build strong relationships with children across the school to enable <b>all</b> children to feel safe and secure in the school</p>	<p>Teachers have exemplary positive behaviour management strategies for their own class leading to high levels of engagement for <b>all</b> children and is demonstrated to visiting colleagues in feedback to the leadership team, which shows strategies to impact on their own practice.</p> <p>Teachers are able to support and advise colleagues from partner schools about child development and trauma and are able to build strong relationships with</p>

		environment, and support colleagues from within the school.	children across the school to enable <b>all</b> children to feel safe and secure in the school environment.
<b>Personalise Learning</b>	<p>Teachers have an in-depth knowledge of the 4 areas of SEND and are able to adapt their learning style and environment in order to allow <b>all</b> children to thrive.</p> <p>Teachers are able to provide stretch and challenge for <b>all</b> children of all abilities, including the children with high prior attainment.</p>	<p>Teachers are able to advise colleagues within the School on the 4 areas of SEND and are able to support in the adaptation of their learning style and environment in order to allow <b>all</b> children to thrive.</p> <p>Teachers are able to advise colleagues within the School on providing stretch and challenge for <b>all</b> children of all abilities, including the children with high prior attainment.</p>	<p>Teachers are able to advise colleagues in partner schools on the 4 areas of SEND and are able to support in the adaptation of their learning style and environment in order to allow <b>all</b> children to thrive.</p> <p>Teachers are able to advise colleagues in partner schools on providing stretch and challenge for <b>all</b> children of all abilities, including the children with high prior attainment.</p>

TPAT Professional Knowledge and Understanding: **ASSESSMENT AND MONITORING**

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

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

Descriptor	Upper Pay Range Point 1	Upper Pay Range Point 2	Upper Pay Range Point 3
<b>Understanding of Assessment Requirements</b>	<p>Teachers help colleagues improve Teaching and Learning experiences of all children by enhancing their grasp of Pupil Tracking and other progress measures, especially targeting the progress being made by children who classes as vulnerable.</p> <p>Teachers work with the SENDCo, Pupil Premium Leaders and Leadership Team to provide quality and appropriate interventions to support groups of children across the year group and to lead and train support staff.</p> <p>Teachers provide a thorough understanding, analysis and support for colleagues in:</p> <ul style="list-style-type: none"> <li>* EYFS assessment including baseline and progress against Early Learning Goals;</li> <li>* Y1 phonics screening;</li> </ul>	<p>Teachers are fully aware of the School's responsibility to narrow the gap in attainment and progress, for children who are classed as vulnerable and are proactive in devising strategies that will impact on this work across the School, playing a key role in the delivery of CPD.</p> <p>Teachers work with the SENDCo, Pupil Premium Leaders and Leadership Team to provide quality and appropriate interventions to support groups of children across the phase group and to lead and train support staff.</p> <p>Teachers have a developing understanding of the tool for national data analysis and the data from Core Stats. Teachers work with the Leadership team to provide analysis of school data including strengths, areas to develop and emerging trends over time.</p>	<p>Teachers are fully aware of the School's responsibility to narrow the gap in attainment and progress, for children who are classed as vulnerable and are proactive in devising strategies that will impact on this work across the school and in partner schools, playing a key role in the delivery of CPD.</p> <p>Teachers work with the SENDCo, Pupil Premium Leaders and Leadership Team to provide quality and appropriate interventions to support groups of children across the phase and advise other staff across the school and where appropriate, in partner schools and to lead and train support staff.</p> <p>Teachers can interpret all aspects of school data well and lead training within a team to inform other staff members and governors.</p>



	<ul style="list-style-type: none"> <li>* Y2 SATS;</li> <li>* Y4 Times Tables test;</li> <li>* Y6 SATS;</li> </ul> as well as any other internal school assessments.		
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TPAT Professional Knowledge and Understanding: SUBJECTS AND CURRICULUM

P5 - Have a more developed knowledge and understanding of their subjects/curriculum areas and related pedagogy including how learning progresses within them

Descriptor	Upper Pay Range Point 1	Upper Pay Range Point 2	Upper Pay Range Point 3
<b>Subject Leadership and Strategic Planning</b>	<p>Teachers annually evaluate outcomes in their subject teams and write a strategic action plan with identified key areas for priority based on the evaluation (SEF) based on evidence including tracking systems, learning scrutiny, pupil voice.</p> <p>Teachers evaluate the progress of children who are classed as vulnerable in their role as subject leaders and identify priority areas for improvement and maximise learning opportunities to celebrate success.</p> <p>Teachers work with the leadership team to use the monitoring and evaluation schedule for future developments within the whole school, seeking different opportunities to develop their own subject.</p>	<p>Teachers lead their colleagues in their subject teams and write a strategic action plan with identified key areas for priority based on the evaluation (SEF) based on evidence including tracking systems, learning scrutiny, pupil voice, as well as using comparative local and National data and additional relevant sources (eg.OFSTED, history association etc).</p> <p>Teachers support their colleagues to evaluate the progress of children who are classed as vulnerable in their role as subject leaders and identify priority areas for improvement and maximise learning opportunities, evaluating success of interventions.</p> <p>Teachers work with the leadership team to use the monitoring and evaluation schedule for future developments within the whole school, working with colleagues to seek different opportunities to develop subjects.</p>	<p>Teachers lead their colleagues in the subject teams away from their own, supporting, questioning and challenging their strategic action plan with identified key areas for priority based on the evaluation (SEF) based on evidence including tracking systems, learning scrutiny, pupil voice, as well as using comparative local and National data and additional relevant sources (eg OFSTED, history association etc).</p> <p>Teachers advise and support from partner schools to evaluate the progress of children who are classed as vulnerable in their role as subject leaders and identify priority areas for improvement and maximise learning opportunities, evaluating success of interventions and seeking alternatives using relevant evidenced based research to ensure effectiveness.</p> <p>Teachers work with the leadership team to use the monitoring and evaluation schedule for future developments within the whole school, seeking different opportunities to develop their own subject and offering expertise to partner schools, creating networks of support within the Trust.</p>
<b>Understanding Sequence of Learning and</b>	Teachers ensure that the sequence of learning in units and the progression of learning throughout the subject they are leading across	Teachers ensure that the sequence of learning in units and the progression of learning throughout the subject they are leading across the school is focused, informed	Teachers ensure that the sequence of learning in units and the progression of learning throughout the subject they are leading across the school is focused,

<b>Progression of Skills</b>	<p>the school is focused, informed and regularly monitored.</p> <p>Teachers lead their subject effectively across the school taking on board national initiatives, recent research and inspiring and motivating their colleagues to raise standards across the subject area.</p>	<p>and regularly monitored and support colleagues in the improvement of other subjects.</p> <p>Teachers lead their subject effectively across the school, and support colleagues in leading other subjects, taking on board national initiatives, recent research and inspiring and motivating their colleagues to raise standards across the subject area.</p>	<p>informed and regularly monitored and offer support and challenge to colleagues in the improvement of other subjects.</p> <p>Teachers lead their subject effectively across the school and support colleagues in leading other subjects in the school and in partner schools, taking on board national initiatives, recent research and inspiring and motivating their colleagues to raise standards across the subject area.</p>
<p>TPAT Professional Knowledge and Understanding: <a href="#">HEALTH AND WELLBEING</a></p> <p>P6 - Have sufficient depth of knowledge and experience to be able to give advice on the development and well-being of children and young people</p>			
<b>Descriptor</b>	<b>Upper Pay Range Point 1</b>	<b>Upper Pay Range Point 2</b>	<b>Upper Pay Range Point 3</b>
<b>Knowledge of Child Development</b>	<p>Teachers have an in depth understanding of brain development and the impact that trauma has on the ability to regulate and to learn.</p> <p>Teachers are role models in the school, having strong emotional intelligence and are emotionally available to support children across the year group to be robust and resilient children. Teachers develop positive mental health in children in their year group and work with families to safeguard their children.</p>	<p>Teachers support their colleagues in having an in depth understanding of brain development and the impact that trauma has on the ability to regulate and to learn and can articulate how this affects their classroom practice.</p> <p>Teachers are role models in the school, having strong emotional intelligence and are emotionally available to support children across the school to be robust and resilient children. Teachers develop positive mental health in children across the school and work with families to safeguard their children.</p>	<p>Teachers work with partner schools to have an in depth understanding of brain development and the impact that trauma has on the ability to regulate and to learn and can articulate how this affects their classroom practice.</p> <p>Teachers are role models in the school and beyond, having strong emotional intelligence and are emotionally available to support children across the school to be robust and resilient children. Teachers develop positive mental health in children across the school and work with families to safeguard their children.</p>

TPAT Professional skills: **PLANNING**

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

Descriptor	Upper Pay Range Point 1	Upper Pay Range Point 2	Upper Pay Range Point 3
<b>Classroom Planning</b>	<p>Sequences of learning in core subjects are secure, progressive and adapt to suit the needs of the children, building on prior assessments and can stretch and challenge <u>all</u> children.</p> <p>All aspects of an effective lesson are securely in place: safe and supportive learning environment, clear learning intention, success criteria and good modelling, active grappling which is challenging and inspires curiosity and an effective plenary. Teachers approach each aspect with confidence, able to use their professional judgement in innovation of the model, to provide inspirational learning opportunities for <u>all</u> children.</p>	<p>Teachers model and lead colleagues in planning sequences of learning in core subjects, ensuring they are secure, progressive and adapt to suit the needs of the children, building on prior assessments and can stretch and challenge <u>all</u> children.</p> <p>Teachers model and lead colleagues in ensuring that all aspects of an effective lesson are securely in place: safe and supportive learning environment, clear learning intention, success criteria and good modelling, active grappling which is challenging and inspires curiosity and an effective plenary. Teachers approach each aspect with confidence, able to use their professional judgement in innovation of the model, to provide inspirational learning opportunities for <u>all</u> children.</p>	<p>Teachers demonstrate to partner schools their ability to plan sequences of learning in core subjects, ensuring they are secure, progressive and adapt to suit the needs of the children, building on prior assessments and can stretch and challenge <u>all</u> children. This is evidenced in feedback to the leadership team with clear indications on how to move their practice forward.</p> <p>Teachers lead colleagues in ensuring that all aspects of an effective lesson are securely in place: safe and supportive learning environment, clear learning intention, success criteria and good modelling, active grappling which is challenging and inspires curiosity and an effective plenary. Teachers approach each aspect with confidence, able to use their professional judgement in innovation of the model, to provide inspirational learning opportunities for <u>all</u> children. This is evidenced in feedback to the leadership team with clear indications on how to move their practice forward.</p>
<b>Subject Leader Planning</b>	<p>Teachers plan sequences of learning across the school in their subject leader role which are progressive, age and ability appropriate and take into account national agendas, up to date, high quality learning resources and liaison with other schools to challenge and improve practice.</p>	<p>Teachers support their colleagues in planning sequences of learning across the school in their subject leader role which are progressive, age and ability appropriate and take into account national agendas, up to date, high quality learning resources and liaison with other schools to challenge and improve practice.</p>	<p>Teachers support their colleagues in partner schools in planning sequences of learning across the school in their subject leader role which are progressive, age and ability appropriate and take into account national agendas, up to date, high quality learning resources and liaison with other schools to challenge and improve practice.</p>

**TPAT Professional Skills: TEACHING**

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

Descriptor	Upper Pay Range Point 1	Upper Pay Range Point 2	Upper Pay Range Point 3
<b>Teaching</b>	Teachers ensure there is high quality learning in the classroom due to well-planned lessons and an innovative approach, leaving the children challenged, inspired and motivated. The learning is built on prior assessment and the teacher is responsive to the assessment of the children's needs throughout the session. More than expected progress is evidenced in books and talking to the children.	Teachers demonstrate to their colleagues within the school high quality learning in the classroom due to well-planned lessons and an innovative approach, leaving the children challenged, inspired and motivated. The learning is built on prior assessment and the teacher is responsive to the assessment of the children's needs throughout the session. More than expected progress is evidenced in books and talking to the children. This is evidenced in feedback to the leadership team with clear indications on how to move their practice forward.	Teachers demonstrate to colleagues in partner schools high quality learning in the classroom due to well-planned lessons and an innovative approach, leaving the children challenged, inspired and motivated. The learning is built on prior assessment and the teacher is responsive to the assessment of the children's needs throughout the session. More than expected progress is evidenced in books and talking to the children. This is evidenced in feedback to the leadership team with clear indications on how to move their practice forward.

**TPAT Professional Skills: TEAM WORK AND COLLABORATION**

P9 - Promote collaboration and work effectively as a team member

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

Descriptor	Upper Pay Range Point 1	Upper Pay Range Point 2	Upper Pay Range Point 3
<b>Collaborative Skills</b>	Teachers work successfully within a range of teams, aiming for challenging targets. Teachers are motivating in their teams and provide colleagues with support, guidance and challenge enable growth and development in their teams.  Teachers ensure that workload is managed effectively within teams, giving a solution focused, efficient approach to the role. Teachers model desired behaviours of leadership, enabling, empowering and facilitating success within their teams. Teachers deliver an appropriate level of challenge to the attitudes and motivation of	Teachers lead and manage successfully a range of teams, aiming for challenging targets. Teachers are motivating in their teams and provide colleagues with support, guidance and challenge to enable them to grow and develop in their teams.  Teachers ensure that workload is managed effectively within the school, giving a solution focused, efficient approach to the role. Teachers model desired behaviours of leadership, enabling, empowering and facilitating success across the school. Teachers deliver an appropriate level of challenge to the attitudes and motivation of	Teachers work successfully within a range of teams, aiming for challenging targets. Teachers are motivating in their teams and provide colleagues with support, guidance and challenge enable growth and development in their teams.  Teachers ensure that workload is managed effectively within the school, giving a solution focused, efficient approach to the role. Teachers model desired behaviours of leadership, enabling, empowering and facilitating success across the school. Teachers deliver an appropriate level of challenge, and hold staff to account, to the attitudes and motivation of colleagues to ensure an atmosphere conducive to wellbeing and a positive workforce.

	<p>colleagues to ensure an atmosphere conducive to wellbeing and a positive workforce.</p> <p>Teachers work successfully with support staff eg TAs and office staff, and show emotional intelligence, consistency, support and leadership at all times. Teachers work closely with the Leadership team to challenge behaviours which do not reflect the expectations and ethos of the school.</p>	<p>colleagues to ensure an atmosphere conducive to wellbeing and a positive workforce.</p> <p>Teachers work successfully with support staff eg TAs and office staff, and show emotional intelligence, consistency, support and leadership at all times. Teachers work closely with the Leadership team to challenge behaviours which do not reflect the expectations and ethos of the school.</p>	<p>Teachers work successfully with support staff eg TAs and office staff, and show emotional intelligence, consistency, support and leadership at all times. Teachers work closely with the Leadership team to challenge behaviours which do not reflect the expectations and ethos of the school.</p>
<p><b>Staff Development, Coaching and Mentoring</b></p>	<p>Teachers identify opportunities for their own CPD to heighten outcomes for pupils within their phase or within the subject.</p> <p>Teachers lead staff training focusing on raising standards within their subject, as well as identifying opportunities for staff CPD in the subjects they lead to heighten outcomes for children. Teachers take a proactive, positive role in all staff training and challenge any negativity or disaffection.</p> <p>Teachers lead regular year group planning ensuring that outcomes are heightened by an inspirational curriculum and joint planning, and review their planning and assessments to inform subsequent learning opportunities.</p> <p>Teacher's strong expertise enables strong mentor support for NQTs and staff new to the school.</p> <p>Teachers are readily available to other colleagues to mentor and coach them in their and professional development. Teachers signpost relevant reading materials, research and quality forums for professional development and heighten outcomes for children.</p>	<p>Teachers seek out opportunities for their own CPD to heighten outcomes for pupils within in school. Teachers demonstrate passion for life-long learning and capitalise on all CPD experiences.</p> <p>Teachers lead staff training, and support colleagues, focusing on raising standards within their subject, as well as identifying opportunities for staff CPD in the subjects they lead to heighten outcomes for children. Teachers take a proactive, positive role in all staff training and challenge any negativity or disaffection.</p> <p>Teachers lead regular phase group planning ensuring that outcomes are heightened by an inspirational curriculum and joint planning, and review their planning and assessments to inform subsequent learning opportunities.</p> <p>Teacher's strong expertise enables strong mentor support for NQTs, staff new to the school and student teachers.</p> <p>Teachers are readily available to other colleagues to mentor and coach them in their and professional development. Teachers signpost relevant reading materials, research and quality forums for professional development and heighten outcomes for children and ensure that there is improvement in quality of leadership in colleagues.</p>	<p>Teachers seek out opportunities for their own CPD to heighten outcomes for pupils within school and look to initiate networking opportunities across the Trust. Teachers demonstrate passion for life-long learning and capitalise on all CPD experiences.</p> <p>Teachers lead staff training across the Trust, focusing on raising standards within their subject, as well as identifying opportunities for staff CPD in the subjects they lead to heighten outcomes for children. Teachers take a proactive, positive role in all staff training and challenge any negativity or disaffection. Teachers initiate and lead opportunities for research and collaboration with other schools.</p> <p>Teachers seek to support year groups across the school in their planning to ensure that outcomes are heightened by an inspirational curriculum and joint planning, and review their planning and assessments to inform subsequent learning opportunities.</p> <p>Teacher's strong expertise enables strong mentor support for NQTs, staff new to the school and student teachers, as well as supporting staff new to the mentoring role.</p> <p>Teachers nurture and approach colleagues to mentor and coach them in their professional development across the school. Teachers signpost and encourage relevant reading materials, research and quality forums for professional development and heighten outcomes for children and ensure that there is improvement in quality of leadership in colleagues.</p>

## Teacher Annual Salary Statement as at [insert date]

Name					
School					
End Date (if post is temporary)					
Payroll Number					
Hours of Work		1.00 or 0.[insert] FTE			
<b>Basic Salary</b>					
Point on Spine	Individual Pay Range (leadership only)	Full Time Equivalent Annual Salary		Part Time Actual Annual Salary	
		£		£	
<b>Other Allowances / Benefits</b>		Level of Allowance	Full Time Annual Amount	Part Time Actual Annual Amount	End Date (if appropriate)
Teaching & Learning Responsibility (TLR) Payment		TLR1	£	£	n/a
Teaching & Learning Responsibility (TLR) Payment		TLR2	£	£	n/a
Teaching & Learning Responsibility (TLR) Payment		TLR3	£	£	
Special Educational Needs (SEN) Allowance			£	£	n/a
Recruitment & Retention Allowance			£	£	
Acting Allowance			£	£	
Safeguarding Allowance			£	£	
First Aid Allowance			£	£	

<b>Total FTE Salary Inclusive of Allowances</b>	£
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Criteria on which the salary will be reviewed at the end of the next academic year (leadership only):
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**Support Staff Annual Salary Statement as at [insert date]**

Name			
School			
End Date (if post is temporary)			
Payroll Number			
Hours of Work			
<b>Basic Salary</b>			
TPAT Pay Point	Full Time Equivalent Annual Salary	Part Time Actual Annual Salary	
	£	£	
<b>Other Allowances / Benefits</b>	Full Time Annual Amount	Part Time Actual Annual Amount	End Date (if appropriate)
Acting Up Allowance	£	£	
Recruitment & Retention Allowance	£	£	
First Aid Allowance	£	£	
Pay Protection	£	£	
Other Allowances	£	£	
<b>Total FTE Salary Inclusive of Allowances</b>		£	

## Support Staff Pay Scale – 1 April 2020

Please find below an amended Pay Scale taking into account the 2% pay award increase from 1 September 2019 and the National Living/Minimum Wage increase on **1 April 2020**.

Pay Scale Point	From 01.09.19 OR From 01.04.20	Hourly Rate
1	£16,822	£8.72
2	£16,990	£8.81
3	£16,990	£8.81
4	£17,160	£8.90
5	£17,338	£8.99
6	£18,390	£9.53
7	£19,440	£10.08
8	£20,491	£10.62
9	£23,380	£12.12
10	£26,533	£13.75
10a	£30,870	£16.00
11	£35,202	£18.24
12	£35,202	£18.24
12a	£35,228	£18.26

Full time is considered to be 37 hours per week over 52.14 paid weeks a year.

If a member of staff's contract is for less than those hours or paid weeks, the salary will be proportionally reduced.

### Support Staff Allowances

First Aid Allowance	£317 FTE Annual Amount
Recruitment & Retention Allowance	Variable
Acting Up Allowance	Variable



## Standard Weeks Per Year

## Appendix 11

For Schools who adopted the Council's Collective Agreement Weeks Per Year	
Worked Weeks Per Year	Paid Weeks Per Year
38.00 (term time only)	43.128 paid weeks (for employees with less than 5 years service)
38.00 (term time only)	44.088 paid weeks (for employees with more than 5 years service)
38.4 worked weeks	43.582 paid weeks (for employees with less than 5 years service)
38.4 worked weeks	44.552 paid weeks (for employees with more than 5 years service)
38.6 worked weeks	43.809 paid weeks (for employees with less than 5 years service)
38.6 worked weeks	44.784 paid weeks (for employees with more than 5 years service)
38.8 worked weeks	44.036 paid weeks (for employees with less than 5 years service)
38.8 worked weeks	45.016 paid weeks (for employees with more than 5 years service)
39 worked weeks	44.263 paid weeks (for employees with less than 5 years service)
39 worked weeks	45.248 paid weeks (for employees with more than 5 years service)
40.4 worked weeks	45.852 paid weeks (for employees with less than 5 years service)
40.4 worked weeks	46.873 paid weeks (for employees with more than 5 years service)
41.4 worked weeks	46.987 paid weeks (for employees with less than 5 years service)
41.4 worked weeks	48.033 paid weeks (for employees with more than 5 years service)
44 worked weeks	49.938 paid weeks (for employees with less than 5 years service)
44 worked weeks	51.049 paid weeks (for employees with more than 5 years service)

For Schools who remained on Non Collective Agreement Weeks Per Year	
Worked Weeks Per Year	Paid Weeks Per Year
43.128 paid weeks	38 worked weeks + 23 days holiday
43.507 paid weeks	38 worked weeks + 25 days holiday
43.893 paid weeks	38 worked weeks + 27 days holiday
44.088 paid weeks	38 worked weeks + 28 days holiday
44.484 paid weeks	38 worked weeks + 30 days holiday
43.582 paid weeks	38.4 worked weeks + 23 days holiday
43.695 paid weeks	38.4 worked weeks + 25 days holiday
44.355 paid weeks	38.4 worked weeks + 27 days holiday
44.552 paid weeks	38.4 worked weeks + 28 days holiday
44.952 paid weeks	38.4 worked weeks + 30 days holiday
43.809 paid weeks	38.6 worked weeks + 23 days holiday
44.194 paid weeks	38.6 worked weeks + 25 days holiday
44.586 paid weeks	38.6 worked weeks + 27 days holiday
44.784 paid weeks	38.6 worked weeks + 28 days holiday
45.186 paid weeks	38.6 worked weeks + 30 days holiday
44.036 paid weeks	38.8 worked weeks + 23 days holiday
44.423 paid weeks	38.8 worked weeks + 25 days holiday
44.817 paid weeks	38.8 worked weeks + 27 days holiday
45.016 paid weeks	38.8 worked weeks + 28 days holiday
45.421 paid weeks	38.8 worked weeks + 30 days holiday
44.263 paid weeks	39 worked weeks + 23 days holiday
44.652 paid weeks	39 worked weeks + 25 days holiday
45.048 paid weeks	39 worked weeks + 27 days holiday
45.248 paid weeks	39 worked weeks + 28 days holiday
45.655 paid weeks	39 worked weeks + 30 days holiday
45.852 paid weeks	40.4 worked weeks + 23 days holiday
46.255 paid weeks	40.4 worked weeks + 25 days holiday
46.665 paid weeks	40.4 worked weeks + 27 days holiday

46.873 paid weeks	40.4 worked weeks + 28 days holiday
47.294 paid weeks	40.4 worked weeks + 30 days holiday
46.987 paid weeks	41.4 worked weeks + 23 days holiday
47.4 paid weeks	41.4 worked weeks + 25 days holiday
47.82 paid weeks	41.4 worked weeks + 27 days holiday
48.033 paid weeks	41.4 worked weeks + 28 days holiday
48.464 paid weeks	41.4 worked weeks + 30 days holiday
49.938 paid weeks	44 worked weeks + 23 days holiday
50.377 paid weeks	44 worked weeks + 25 days holiday
50.823 paid weeks	44 worked weeks + 27 days holiday
51.049 paid weeks	44 worked weeks + 28 days holiday
51.508 paid weeks	44 worked weeks + 30 days holiday

## LIST OF SCHOOLS

Ref No	School Name	Pay Scale
2029	Alverton Primary School	TPAT Old Penlee Trust
2524	Berrycoombe School	Spot Salaries
2311	Blackwater Community Primary School	TPAT Collective Agreement
2229	Bodriggy Academy	TPAT Bodriggy Academy
4169	Cape Cornwall School	TPAT Cape Cornwall School
2503	Cardinham School	Spot Salaries
2300	Chacewater School	TPAT Collective Agreement
2035	Gulval School	TPAT Old Allat Trust
4171	Hayle Academy	Spot Salaries
2208	Kehellend Village School	TPAT Collective Agreement
2119	Kennall Vale School	TPAT Kennall Vale School
2506	Lanivet Community Primary School	Spot Salaries
2036	Liskeard Hillfort Primary School	TPAT Old Allat Trust
2312	Mithian School	TPAT Collective Agreement
2008	Mousehole Community Primary School	TPAT Mousehole School
2028	Nancledra School	TPAT Collective Agreement
2751	Newlyn School	TPAT Old Penlee Trust
2034	Pendeen School	TPAT Non Collective Agreement
3894	Pensans Primary School	TPAT Old Penlee Trust
2325	Perranporth Community Primary School	TPAT Collective Agreement
2410	Roche Community Primary School	TPAT Collective Agreement
2027	Sennen Community Primary School	Spot Salaries
2038	St Dennis Primary Academy	TPAT Non Collective Agreement
2231	St Erth Community Primary School	TPAT Collective Agreement
4000	St Ives School	TPAT Non Collective Agreement
2020	St Just Primary School	TPAT Non Collective Agreement
2326	Threemilestone School	TPAT Collective Agreement
8999	TPAT Support Staff	New Starters from 01.07.2018
2041	Tywardreath School	TPAT Old Allat Trust

## Part Time Salary & Holiday Entitlement Calculation

### Employees Contracted for 52.14 Weeks a Year

#### Calculation of Holiday Entitlement

Part Time entitlement to Annual Leave and Bank Holiday (hours)	=	Full Time entitlement to Annual Leave & Bank Holidays (hours)	X	Annual Hours of Part Time employee (weekly contracted hours X 52.14)
				-----
				<b>1929.18 hours</b>
				(Annual Hours worked by Full Time employee <b>plus</b> leave and bank holidays)

#### Calculation of Salary

Part Time Salary	=	Full Time Salary	X	Annual Hours of Part Time employee (weekly contracted hours X 52.14)
				-----
				<b>1929.18 hours</b>
				(Annual Hours worked by Full Time employee <b>plus</b> leave and bank holidays)

### Employees Contracted for less than 52.14 Weeks a Year (eg Term Time)

#### Calculation of Holiday Entitlement

Part Time entitlement to Annual Leave and Bank Holiday (hours)	=	Full Time entitlement to Annual Leave & Bank Holidays (hours)	X	Annual Hours worked by Part Time employee
				-----
				Annual Hours worked by equivalent Full Time employee

#### Calculation of Salary

Part Time Salary	=	Full Time Salary	X	Annual Hours worked by Part Time employee ( <b>plus</b> leave and bank holidays)
				-----
				<b>1929.18 hours</b>
				(Annual Hours worked by equivalent Full Time employee <b>plus</b> leave and bank holidays)

Admin/Clerical (Band 1) Point 2/3	Reprographics Officer / Manager Point 5
Admin/Clerical (Band 2) Point 4	Safeguarding Administrator Point 6
Administrator (Timetable / Attendance) Point 5	Safeguarding Officer Point 8
After School Club Assistant Point 1	School Admin Manager Point 10
After School Club Supervisor Point 2/3	School Secretary (with additional responsibility) Point 6
Apprentice (see Apprentice Levels)	School Secretary (with attendance responsibility) Point 6
Associate SENCO Point 7	School Secretary (with finance) Point 8
Breakfast Club Assistant Point 1	School Secretary (with responsibility) Point 8
Breakfast Club Supervisor Point 2/3	School Secretary Point 5
Business Manager Point 10	School Secretary Point 6
Business Manager (with added whole school responsibility) Point 10a	Senior School Secretary (with added responsibility) Point 7
Caretaker Point 4	Senior School Secretary Point 9
Caretaker Point 5	SIMS Data Co-ordinator Point 8
Catering Manager Point 9	Assistant Site Supervisor Point 7
Catering/Kitchen Assistant Point 2/3	Site Supervisor Point 9
Cook/Chef Point 4	Site Manager Point 10
Cleaner in Charge Point 2/3	Specialist Management Role Point 11
Cleaner Point 1	Sports Coach Point 6
Clerk to Governors Point 3	Support Manager Point 9
Cover Supervisor Point 5	Teaching Assistant (Band 1) Point 2/3
Cover Supervisor Point 6	Teaching Assistant (Band 2) Point 4
Cover Supervisor Point 7	Teaching Assistant (Band 3) Point 6
Driver Point 3	Senior Teaching Assistant (with SENCO responsibilities) Point 8
Examinations & Data Manager Point 9	Technician (Generic) Point 5
Examinations Invigilator Point 1	Technician (Junior IT) Point 2/3
Examinations Officer Point 6	Technician (Senior IT) Point 6
Finance Assistant Point 6	Senior Technician (with additional responsibility) Point 8
Finance Officer Point 8	Thrive Ambassador Point 6
Higher Level Teaching Assistant (non supervisory) Point 6	Unique Senior Role Point 12 or above
Higher Level Teaching Assistant (supervisory) Point 9	
HR Officer Point 8	
ICT Manager Point 10	
Librarian Point 6	
Library Assistant Point 4	
Lunchtime Supervisor Point 1	
Lunchtime Supervisor (Senior) Point 2/3	
Nursery Assistant (Band 1) Point 2/3	
Nursery Assistant (Band 2) Point 4	
Nursery Manager Point 9	
Assistant Office Manager Point 7	
PA (management responsibility) Point 9	
Progress & Engagement Guide Point 5	
Receptionist Point 2/3	

## Redundancy Modification Order 1999

The Redundancy Payments (Continuity of Employment in Local Government, etc.) (Modification) Order 1999

### Which organisations are covered by the Order?

The Order includes all local authorities and almost every other organisation that was previously under Local Authority control including FE colleges, new universities (former polytechnics) and various other organisations. The organisations covered are listed in the Order. Academies are also covered by the Order as a result of the Academies Act 2010. The Order does not cover central government bodies, old universities or private schools and colleges.

### EMPLOYMENT TO WHICH THIS ORDER APPLIES: EMPLOYERS IMMEDIATELY BEFORE THE RELEVANT EVENT

#### Section 1—Local Government

1. In relation to England, a county council, a district council, a London borough council, the Common Council of the City of London, the Council of the Isles of Scilly; in relation to Wales, a county council or a county borough council, established under section 20 of the 1972 Act(12).
2. A council constituted under section 2 of the 1994 Act.
3. In relation to England, a parish council, a common parish council, a parish meeting; in relation to Wales, a community council, a common community council.
4. Any authority established by an order under section 10 of the 1985 Act.
5. A joint board or joint body constituted by or under any enactment for the purposes of exercising the functions of two or more bodies described in any of paragraphs 1 to 4 above.
6. Any other authority or body, not specified in any of paragraphs 1 to 4 above, established by or under any enactment for the purpose of exercising the functions of, or advising, one or more of the bodies specified in paragraphs 1 to 4 above.
7. Any committee (including a joint committee) established by or under any enactment for the purpose of exercising the functions of, or advising, one or more of the bodies specified in any of paragraphs 1 to 6 above.
8. Any two or more bodies described in any of paragraphs 1 to 7 above acting jointly or as a combined authority.
9. Any association which is representative of any two or more authorities described in any of paragraphs 1 to 4 above.
10. Any committee established by one or more of the associations described in paragraph 9 above for the purpose of exercising the functions of, or advising, one or more of such associations.
11. An association which is representative of one or more of the associations described in paragraph 9 above and of another body or other bodies, and included in whose objects is the assembling and dissemination of information and advising with regard to conditions of service in local government service and generally.
12. An organisation which is representative of an association or associations described in paragraph 9 above and employees' organisations and among whose objects is the negotiation of pay and conditions of service in local government service.
13. A National Park authority established under section 63 of the Environment Act 1995(13).
14. A residuary body established by section 57(1)(b) of the 1985 Act.
15. The Residuary Body for Wales (Corff Gweddilliol Cymru).

16. The Accounts Commission for Scotland.
17. The Commission for Local Administration in England.
18. The Commission for Local Administration in Wales.
19. The Commission for Local Administration in Scotland.
20. The Local Government Management Board.
21. Employers Organisation for Local Government.
22. Improvement and Development Agency for Local Government.

## **Section 2—Planning and Development**

1. One North East.
2. Yorkshire Forward.
3. North West Development Agency (NWDA).
4. Advantage West Midlands.
5. East Midlands Development Agency (EMDA).
6. East of England Development Agency (EEDA).
7. South East of England Development Agency (SEEDA).
8. South West of England Development Agency (SWERDA).
9. A development corporation within the meaning of the New Towns Act 1981(14).
10. An Urban Development Corporation established under section 135 of the Local Government Planning and Land Act 1980(15).
11. A housing action trust established under Part III of the Housing Act 1988(16).
12. The Broads Authority, established under the Norfolk and Suffolk Broads Act 1988(17).
13. The Commission for the New Towns.
14. The Countryside Commission for Scotland.
15. The Development Board for Rural Wales.
16. The Edinburgh New Town Conservation Committee.
17. The Housing Corporation.
18. Huddersfield Pride Limited.
19. Scottish Enterprise, established under the Enterprise and New Towns (Scotland) Act 1990(18).
20. Scottish Homes, established under the Housing (Scotland) Act 1988(19).
21. Springfield Horseshoe Housing Management Co-operative Limited.
22. Housing for Wales (Tai Cymru).
23. The Welsh Development Agency.
24. Batley Action Limited.
25. Bethnal Green City Challenge Company Limited.
26. The Blackburn City Challenge Partnership Board.
27. Bolton City Challenge Partnership Limited.
28. Bradford City Challenge Limited.

29. Brixton Challenge Company Limited.
30. Community North (Sunderland) Limited.
31. Dalston City Partnership Limited.
32. Deptford City Challenge Limited.
33. Derby Pride Limited.
34. Douglas Valley Partnership Limited.
35. Harlesden City Challenge Limited.
36. Hulme Regeneration Limited.
37. Leicester City Challenge Limited.
38. Newcastle West End Partnership Limited.
39. Newtown South Aston City Challenge Limited.
40. North Kensington City Challenge Company Limited.
41. North Tyneside City Challenge Partnership Limited.
42. Stratford Development Partnership Limited.
43. Wolverhampton City Challenge Limited.
44. The Urban Regeneration Agency established under Part III of the Leasehold Reform, Housing and Urban Development Act 1993(20).

### **Section 3—Education**

“In the past there was confusion over which academies were covered as the method and reason for academisation determined whether they were a modification order body. However, this is no longer the case. All academies and Free Schools are covered by the modification order.”

1. The governing body of a further education establishment for the time being mainly dependent for its maintenance on assistance from local education authorities, or grants under section 485 of the Education Act or on such assistance and grants taken together.
2. The governing body of an aided school within the meaning of the Education Act.
3. The governing body of a foundation school, voluntary aided school or foundation special school within the meaning of the 1998 Act.
4. The managers of a grant-aided school as defined in section 135(1) of the 1980 Act.
5. The governing body of a central institution as defined in section 135(1) of the 1980 Act other than a college of agriculture.
6. The governing body of a College of Education as defined in section 135(1) of the 1980 Act.
7. The managers, other than a local authority, of a school which before any direction made by the Secretary of State under paragraph 2(1) of Schedule 7 to the Social Work (Scotland) Act 1968(21) was a school which immediately before the commencement of Part III of that Act was approved under section 83 of the Children and Young Persons (Scotland) Act 1937(22) if the employee was employed by those managers at the date the direction became effective.
8. A person carrying on a city technology college or a city college for the technology of the arts established under an agreement with the Secretary of State under section 482 of the Education Act.
9. A company formed to manage a college of further education by virtue of section 65(1) of the Self-Governing Schools etc. (Scotland) Act 1989(23).

10. The board of management of a self-governing school as defined in section 80(1) of the Self-Governing Schools etc. (Scotland) Act 1989.
11. A further education corporation established under section 15 or 16 of the 1992 Act or in respect of which an order has been made under section 47 of that Act.
12. The governing body of an institution which is a designated institution for the purposes of Part I of the 1992 Act or, in the case of such an institution conducted by a company, that company.
13. The board of management of a college of further education, established under Part I of the Further and Higher Education (Scotland) Act 1992(24).
14. The governing body of a designated institution within the meaning of section 44(2) of the Further and Higher Education (Scotland) Act 1992.
15. A higher education corporation established under section 121 or 122 of the 1988 Act or in respect of which an order has been made under section 122A of that Act.
16. The governing body of an institution designated under section 129 of the 1988 Act or, in the case of such an institution conducted by a company, that company.
17. An Education Action Forum established under sections 10 and 11 of the 1998 Act.
18. The governing body of a grant-maintained school.
19. The governing body of a grant-maintained special school.
20. The Central Council for Education and Training in Social Work.
21. The Centre for Information on Language Teaching and Research.
22. Cwmni Cynnal.
23. The General Teaching Council for Scotland, established under the Teaching Council (Scotland) Act 1965(25).
24. The National Institute of Adult Continuing Education (England and Wales).
25. Newbattle Abbey College.
26. The Scottish Community Education Council.
27. Scottish Consultative Council on the Curriculum.
28. The Scottish Council for Educational Technology.
29. The Scottish Council for Research in Education.
30. The Scottish Examination Board.
31. The Scottish Vocational Education Council.

#### **Section 4—Careers Guidance**

1. Argyll & Bute Careers Partnership Limited.
2. Calderdale and Kirklees Careers Service Partnership Limited.
3. Cambridgeshire Careers Guidance Limited.
4. Capital Careers Limited.
5. Career Connections Limited.
6. Career Decisions Limited.
7. Career Development Edinburgh and Lothians.
8. Career Path (Northamptonshire) Limited.



9. Careerpaths (Cardiff and Vale) Limited.
10. Careers and Education Business Partnership.
11. Careers Central Limited.
12. Careers Partnership Limited.
13. Careers Service Lancashire Area West Limited.
14. Central Careers Limited.
15. Cornwall and Devon Careers Limited.
16. Derbyshire Careers Service Limited.
17. East Lancashire Careers Services Limited.
18. Education Business Partnership (Wigan) Limited.
19. Essex Careers and Business Partnership Limited.
20. Future Steps Limited.
21. Futures Careers Limited.
22. Grampian Careers.
23. Guidance Enterprises Group Limited.
24. GuideLine Career Services Limited.
25. Gwent Careers Service Partnership Limited.
26. Hereford and Worcester Careers Service Limited.
27. Hertfordshire Careers Services Limited.
28. Highland Careers Services Limited.
29. The Humberside Partnership.
30. Learning Partnership West.
31. Leeds Careers Guidance.
32. Leicestershire Careers and Guidance Services Limited.
33. Lifetime Careers Barnsley, Doncaster and Rotherham Limited.
34. Lifetime Careers Bolton, Bury and Rochdale Limited.
35. Lifetime Careers Brent and Harrow Limited.
36. Lifetime Careers Stockport and High Peak Limited.
37. Lifetime Careers Wiltshire Limited.
38. Lincolnshire Careers and Guidance Services Limited.
39. Mid Glamorgan Careers Limited.
40. Norfolk Careers Services Limited.
41. North East Wales Careers Service Company Limited.
42. Orkney Opportunities Centre.
43. Prospects Careers Services Limited.
44. Quality Careers Services Limited.
45. St Helens Careers Service Limited.

46. Sheffield Careers Guidance Services.
47. Shropshire Careers Service Limited.
48. Suffolk Careers Limited.
49. Tayside Careers Limited.
50. West Glamorgan Careers and Education Business Company Limited.

#### **Section 5—Public Transport**

1. A Passenger Transport Executive established under section 9(1) of the Transport Act 1968(26).
2. A metropolitan county passenger transport authority established by section 28 of the 1985 Act.
3. The Forth Road Bridge Joint Board.
4. The Tay Road Bridge Joint Board.

#### **Section 6—Police, Fire and Civil Defence**

1. A fire authority constituted by a combination scheme made under the Fire Services Act 1947(27).
2. A police authority, other than the Secretary of State, within the meaning of the Police Act 1996(28).
3. A metropolitan county fire and civil defence authority established by section 26 of the 1985 Act.
4. The London Fire and Civil Defence Authority.

#### **Section 7—Sports Councils**

1. The English Sports Council.
2. The Scottish Sports Council.
3. The Sports Council for Wales.
4. The United Kingdom Sports Council.

#### **Section 8—Social Services**

1. Coverage Care Limited.
2. The Humberside Independent Care Association.
3. Quantum Care Limited.
4. Sandwell Community Caring Trust Limited.
5. Waltham Forest Specialist Housing Consortium Limited.
6. The Wrekin Housing Trust Limited.

#### **Section 9—Museums**

1. The Board of Governors of the Museum of London.
2. The Board of Trustees of The National Museums and Galleries on Merseyside.
3. Coventry Museum of British Road Transport.
4. The Geffrye Museum Trust.
5. The Horniman Public Museum and Public Park Trust.
6. National Coal Mining Museum for England Trust Limited.
7. The Scottish Museums Council.

#### **Section 10—Miscellaneous Bodies**

1. A valuation tribunal established under the Local Government Finance Act 1988(29).

2. A new water and sewerage authority established under section 62(1) of the 1994 Act.
3. An area tourist board established by virtue of an order made under section 172, 173 or 174 of the 1994 Act.
4. A probation committee within the meaning of the Probation Service Act 1993(30).
5. A magistrates' courts committee or the Committee of Magistrates for the Inner London Area, within the meaning of the Justices of the Peace Act 1979(31).
6. The Business Shop—Angus Limited.
7. C.I.P. (Hounslow) Limited.
8. Community Initiative Partnerships.
9. Derwentside Leisure Limited.
10. The Environment Agency.
11. Greenwich Leisure Limited.
12. Hounslow Cultural and Community Services.
13. Hounslow Sports and Recreation Services.
14. The Land Authority for Wales.
15. Leisure Tynedale.
16. The Lee Valley Regional Park Authority.
17. The London Pensions Fund Authority.
18. National Mobility Services Trust Limited.
19. New Park Village TMC Limited.
20. The Scottish Children's Reporter Administration established under section 128 of the 1994 Act.
21. The Scottish Environment Protection Agency.
22. The Scottish Water and Sewerage Customer Council.
23. The South Yorkshire Pensions Authority.
24. Strathclyde European Partnerships Limited.
25. West Lothian Leisure Limited.

#### EMPLOYERS WITH WHOM EMPLOYMENT MAY CONSTITUTE RELEVANT SERVICE

##### **Section 1**

Any employer specified in Schedule 1 to this Order whether or not in existence at the time of the relevant event.

##### **Section 2—Local Government**

1. The Greater London Council.
2. The London Residuary Body established by section 57(1)(a) of the 1985 Act.
3. The council of an administrative county, county borough (other than one established under section 20 of the 1972 Act), metropolitan borough or county district.
4. A regional council, islands council or district council established by or under the Local Government (Scotland) Act 1973(32).

5. The council of a county, county of a city, large burgh, small burgh or district ceasing to exist after 15th May 1975.
6. Any joint board or joint body constituted by or under any enactment for the purpose of exercising the functions of two or more of the bodies described in any of paragraphs 1 to 5 above, and any special planning board within the meaning of paragraph 3 of Schedule 17 to the 1972 Act.
7. Any other body, not specified in any of paragraphs 1 to 6 above, established by or under any enactment for the purpose of exercising the functions of, or advising, one or more of the bodies specified in any of paragraphs 1 to 6 above.
8. Any committee (including a joint committee) established by or under any enactment for the purpose of exercising the functions of, or advising, one or more of the bodies described in any of paragraphs 1 to 6 above.
9. Any two or more bodies described in any of paragraphs 1 to 8 above acting jointly or as a combined authority.
10. Any association which was representative of any two or more bodies described in any of paragraphs 1 to 5 above.
11. Any committee established by one or more of the associations described in paragraph 10 above for the purpose of exercising the functions of, or advising, one or more of such associations.
12. An organisation which was representative of an association or associations described in paragraph 10 above and employees' organisations and among whose objects was to negotiate pay and conditions of service in local government service.
13. The council of a county or district in Wales ceasing to exist after 31st March 1996.
14. The Local Government Training Board.

### **Section 3—Planning and Development**

1. A development corporation within the meaning of the New Towns Act 1946(33) or the New Towns Act 1965(34).
2. A development corporation established under section 2 of the New Towns (Scotland) Act 1968(35).
3. The Scottish Development Agency.
4. The Scottish Special Housing Association.
5. The English Industrial Estates Corporation established by the Local Employment Act 1960(36).

### **Section 4—Education**

1. The governing body of an aided school within the meaning of the Education Act.
2. The governing body of a grant-maintained school.
3. The governing body of a grant-maintained special school.
4. The proprietor (within the meaning of section 579(1) of the Education Act) of a school for the time being recognised as a grammar school for the purposes of regulation 4(1) of the Direct Grant Schools Regulations 1959(37), being a school in relation to which, before 1st January 1976, the Secretary of State was satisfied as mentioned in regulation 3(1) of the Direct Grant Grammar Schools (Cessation of Grant) Regulations 1975(38).
5. The proprietor (within the meaning of section 114(1) of the Education Act 1944(39)) of a school not falling within paragraph 1 of this section which throughout the period of employment was recognised as a grammar school or, as the case may be, as a direct grant grammar school for the purposes of regulation 4(1) of the Direct Grant Schools Regulations 1959, of Part IV of the Schools Grant Regulations 1951(40) or of Part IV of the Primary and Secondary Schools (Grant Conditions) Regulations 1945(41).

6. The managers of a school which during the period of employment was approved under section 83 of the Children and Young Persons (Scotland) Act 1937.
7. The managers of a school which during the period of employment was a grant-aided school within the meaning of section 143(1) of the Education (Scotland) Act 1946(42), section 145(22) of the Education (Scotland) Act 1962(43) or section 135(1) of the 1980 Act.
8. The managers of a school which during the period of employment was a school which, immediately before the commencement of Part III of the Social Work (Scotland) Act 1968, was approved under section 83 of the Children and Young Persons (Scotland) Act 1937(44).
9. An institution within the PCFC funding sector, within the meaning of section 132(6) of the 1988 Act.
10. The Further Education Staff College.
11. The Inner London Education Authority, known as the Inner London Interim Education Authority for a period prior to the abolition date as defined in section 1(2) of the 1985 Act.
12. The National Advisory Body for Public Sector Higher Education.
13. The Polytechnics and College Funding Council as established by section 132 of the 1988 Act.
14. The Scottish Association for National Certificates and Diplomas.
15. The Scottish Business Education Council.
16. The Scottish Council for Commercial, Administrative and Professional Education.
17. The Scottish Technical Education Council.
18. The Secretary of State for Defence in relation only to employees in schools administered by the Service Children's Education Authority.
19. The Secretary of State for Education and Employment, in relation only to teachers employed under contract in the European School established under Article 1 of the Statute of the European School (45) and in schools designated as European Schools under Article 1 of the Protocol to that Statute.

#### **Section 5—Careers Guidance**

1. Black Country Careers Services Limited.
2. Buckinghamshire Careers Service Limited.
3. Kent Careers and Guidance Service Limited.

#### **Section 6—Police**

A previous police authority in relation to which Schedule 11 to the Police Act 1964(46) had effect or which was the police authority for an area or district which was before 1st April 1947 or after 31st March 1946 a separate police area or, in Scotland, a previous police authority for an area which was before 16th May 1975 a separate or combined police area.

#### **Section 7—Sports Councils**

The Sports Council.

#### **Section 8—Social Services**

A person or body of persons responsible for the management of an assisted community home within the meaning of section 36 of the Children and Young Persons Act 1969(47) or of an approved institution within the meaning of section 46 of that Act.

#### **Section 9—Miscellaneous**

1. A regional water board established under section 5 of the Water (Scotland) Act 1967(48).

2. A river purification board established under section 2 of the Rivers (Prevention of Pollution) (Scotland) Act 1951(49).
3. A river purification board established under section 135 of the Local Government (Scotland) Act 1973(50).
4. A local valuation panel constituted under the Local Government Act 1948(51) or established under the General Rate Act 1967(52).
5. The Central Scotland Water Development Board.
6. The Scottish Industrial Estates Corporation (formerly the Industrial Estates Management Corporation for Scotland) established by section 8 of the Local Employment Act 1960(53).
7. The Small Industries Council for Rural Areas of Scotland, being a company which was dissolved by section 15(5) of the Scottish Development Agency Act 1975(54) and was until then registered under the Companies Acts from time to time in force.
8. The Welsh Industrial Estates Corporation (formerly the Industrial Estates Management Corporation for Wales) established by section 8 of the Local Employment Act 1960.