



The
St Gregory the Great
Catholic Academy Trust

'Where love exists, it does great things'

Policy

Teachers' Pay

Reviewed and approved by:	Finance and Resources Committee
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Version:	1

Definitions

In this document, unless the context otherwise requires, the following expressions shall have the following meanings:

'Academy Council' means local governing body.

'Trust' refers to The St Gregory the Great Catholic Academy Trust.

'Headteacher' means the lead person in each school.

'Executive' means the Trust CSEL (Catholic Senior Executive Leader) and/or the Trust CFO (Chief Financial Officer)

'Governors' means the governors appointed to the Academy Council of the individual school and the Directors of the Trust.

'Trustees' means directors of company number 10785982 (St Gregory the Great Catholic Academy Trust) as registered at companies house

'School/schools' refers to the academies within SGTG.

1. Policy Statement

The St Gregory the Great Catholic Academy Trust (The Trust) is committed to the principles of equality and wishes to have a fair, transparent and sustainable pay structure

The Trust recognises the legal obligations it has as an employer and is committed to the principle of equal opportunities for all employees and workers, regardless of sex, race, religion or belief, age, marriage and civil partnership, pregnancy and maternity, sexual orientation, gender reassignment, or disability.

The Trust adheres to its statutory obligations under the School Standards and Framework Act (SSFA) 1998. The Trust applies national terms and conditions, and the School Teachers' Pay and Conditions Document (STPCD) and the National Agreement on Pay and Terms and Conditions for Teachers (Burgundy Book) have been considered in the creation of this policy, which has been agreed in consultation with the board.

All teachers are paid in accordance with the statutory provisions of the STPCD as updated from time to time.

2. Equalities

The Trust is committed to:

- Promoting equality and diversity in its policies, procedures and guidelines
- Ensuring staff are protected from unlawful direct or indirect discrimination resulting from a protected characteristic (e.g. age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex or sexual orientation).
- Delivering high quality teaching that meets the diverse needs of its student population and its workforce, ensuring that no individual or group is disadvantaged.

The Academy Council will ensure that its processes are open, transparent and fair. All decisions will be objectively justified. Adjustments will be made to take account of special circumstances, e.g. maternity or long term absence, exact adjustments will be made on a case by case basis, depending on the individual teacher and the academy's circumstances.

3. Roles and Responsibilities

3.1 Trust Directors

- Ensure appropriate and sustainable senior leadership structures are in place at each academy, to ensure that the educational outcomes of the pupils are protected.
- Agree pay for all Headteachers and Executive Headteachers
- Support the Headteachers to determine staffing structures at the academy
- Oversight of performance management and pay progression of all Headteachers within the trust.

3.2 Senior Executive Leadership

- Oversight of performance management and pay progression of all Head Teachers and leadership staff within the trust.
- Support the directors to determine pay for all Headteachers and Executive Headteachers. and ensure decisions on the pay of the Headteacher will be communicated by the Chair of the Academy Council in writing in accordance with paragraph 11.2 of the STPD 2021.
- Ensure appropriate and sustainable senior leadership structures are in place at each academy, to ensure that the educational outcomes of the pupils are protected.

3.3 Academy Council

- In conjunction with the SEL Conduct the performance management of the Headteacher in line with the Trust's policies
- Support the Headteacher in the development and review of an appropriate staffing structure for the academy
- In conjunction with the SEL to ensure appropriate and sustainable senior leadership structures are in place at each academy, to ensure that the educational outcomes of the pupils are protected.
- Ensure that all pay decisions are communicated to each member of staff by the Headteacher in writing

3.4 Headteacher

- Conduct the performance management and pay progression of staff in the academy in line with the Trust's pay policy and appraisal policy.

- Determine staffing requirements within the academy.

N.B. Where this policy refers to the responsibility of a “Headteacher” this may also refer to Executive Headteacher or Principal in line with staffing arrangements and naming conventions in each of the trust’s academies.

4. Pay Reviews

The Academy Council will ensure that every teacher’s salary is reviewed annually between 1st September and 31st October (except in the case of the Headteacher, where it should be no later than 31st December). Pay awards will apply with effect from 1st September. Every teacher will be given a written statement setting out their salary, any other financial benefits and decisions following any review to which they are entitled. Reviews may take place at other times of the year to reflect any changes in circumstances or job description that lead to a change in the basis for calculating an individual’s pay.

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

Any Salary Safeguarding arrangements will be in line with part 5 of STPCD 2021.

5. Basic Pay Determination

5.1 Executive Headteacher and Headteacher Posts

Appointments before 1st September 2021

There should be no changes to Headteacher salary unless responsibilities have significantly changed in line with section 4.2 STPCD and an appropriate process has been carried out by the pay committee to address this in line with the 3 stage process which can be found within the DfE document “Implementing your school's approach to pay” 2019.

It will be for the Trust Directors to determine in the light of an academy’s particular circumstances and context the extent to which any change should be regarded as ‘significant’. In doing so, the Directors will want to pay particular attention to the extent to which the change creates new levels of accountability and responsibility for the leadership group member or members.

Pay on Appointment from 1st September 2021

A 7 point pay range based on reference points outlined in appendix 3 will be assigned to the post in line with the group size of the school or schools, the group size will be decided in accordance with paragraphs 5,6,7 and 8 (STPCD).

In accordance with paragraphs 9.3, 10, 25, 26, 27 (STPCD) or in limited circumstances (a school causing concern, substantial difficulties in recruiting or retaining a Headteacher, or where the Headteacher is appointed as a temporary Head of one or more additional schools) the relevant body has discretion to make additional payments to the Headteacher, the total of which will be between 1% and 25% of the Headteacher's pay point, and providing that in each case the Trust Directors/SEL had not previously taken such reason into account when determining the Pay Range under an earlier School Teachers' Pay & Conditions Document.

5.2 Head Of School, Deputy Headteacher and Assistant Headteacher Posts

Appointments before 1st September 2021

There should be no changes to salary, unless Trust Directors choose to review leadership pay arrangements.

Pay on Appointment from 1st September 2021

A 5 point Pay Range based on reference points outlined in appendix 3 will be assigned to the post. The pay range should not overlap the Headteacher's pay range except in exceptional circumstances (9.4 STPCD).

A school may determine the pay range as of 1st September, at any time of the year to reflect any changes in the circumstances or job description that lead to a change in the basis for calculating their pay, or at any time if they consider it necessary to retain a member of staff in their post.

Pay determination of Leadership posts will be reviewed annually for those who have completed a full year of employment since the previous pay determination subject to paragraph 11 (STPCD).

5.3 Leading Practitioners

The role of Leading Practitioner is defined within paragraph 16 (STPCD 2021). The Leading Practitioner may also be required to take this role in other schools, or in relation to teachers from other schools.

In line with STPCD 2021 the Leading practitioner pay range has a minimum value of £42,402 and a maximum value of £64,461

Appointments before 1st September 2021

There should be no changes to salary, unless Trust Directors choose to review leadership pay arrangements.

Pay on Appointment from 1st September 2021

The academy should determine the individual pay range for leading practitioners, taking account that different teachers in the same academy may be placed on different individual ranges, in line with paragraph 16 of the STPCD.

They may determine the pay range as of 1 September, at any time of the year to reflect any changes in the circumstances or job description that lead to a change in the basis for calculating their pay.

5.4 Classroom Teachers

Basic Pay Determination on Appointment

The trust will retain a pay structure with a Main Pay Range of 6 points, and an Upper Pay Range of 3 points with values in line with the advisory pay points in annex 3 of STPCD 2021.

The Headteacher, on behalf of the Academy Council, will determine the pay range for a vacancy prior to advertising it. On appointment, this will determine the starting salary within the range to be offered to the successful candidate.

Whilst there is no longer automatic portability from school to school with regards to pay point the Trust will honour portability from school to school.

Pay Progression Based On Performance

Annual pay progression is based on successful performance management. The pay committee will be advised by the Headteacher and will be able to justify its decisions.

This policy is written with the expectation that the majority of Main Pay Range teachers will receive an incremental increase each year based on successful appraisals and their individual contribution to the success and priorities of their academy.

Upper Pay Range teachers will receive an incremental increase every two years based on successful appraisals and their individual contribution to the success and priorities of their academy.

Teachers will need to demonstrate good progress towards performance management objectives and have shown competence in all elements of Teachers' Standards. Reviews will be deemed successful unless significant concerns about standards of performance, which may affect pay

progression, have been raised and recorded with the teacher during the formal annual performance management / appraisal cycle and have not been sufficiently addressed by the conclusion of that process. If following a review the decision is made to withhold incremental progression/or enter the capability procedure then this should be confirmed in writing.

Early career teachers will progress on the pay scale annually as current arrangements allow, both during and after induction.

Main Pay Range	Salary	Upper Pay Range	Salary
MPR1	£25714	UPR1	£38690
MPR2	£27600	UPR2	£40124
MPR3	£29664	UPR3	£41604
MPR4	£31778		
MPR5	£34100		
MPR6	£36961		

6. Movement To The Upper Pay Range (UPR)

Applications and Evidence

All qualified teachers may apply to be paid on the UPR 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 UPR.

Applications must be made by 31st October of the academic year within which payment would come into effect.

All applications should include the results of reviews or Appraisals under the 2011 or 2012 regulations, including any recommendation on pay (or, where that information is not applicable or available, a statement of evidence designed to demonstrate that the applicant has met the assessment criteria). Applications should be submitted using the form in appendix 1 and will contain evidence that a teacher has met the UPR criteria. The majority of evidence should be submitted from the last 2 years of practice

Teachers will need to demonstrate that their achievements and contribution to the academy have been substantial and sustained using the following definitions:

Highly competent - performance is assessed as having excellent depth and breadth of knowledge, skill and understanding of the Teachers' standards.

Substantial - achievements and contribution to the academy are significant, not just in raising standards of teaching and learning in their own classroom, or with groups of children, but also in

making a significant wider contribution to the academy, which impacts on pupil progress and the effectiveness of staff and colleagues.

Sustained – have two consecutive successful appraisal reports in this academy and have made good progress towards their objective during this period. Have shown their expertise has grown over the relevant period and is consistently good to outstanding.

The Assessment

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

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

Processes and procedures

The assessment will be made within 15 working days of 31st October.

If successful, applicants will move to the UPR from 1st September, starting on UPR1.

If unsuccessful, feedback will be provided by a member of the SLT within 15 days of the decision.

A teacher may seek a review of any determination in relation to their UPR application.

7. Appeals

A teacher may seek a review of any determination in relation to their pay.

The usual reasons for seeking a review of a pay determination are that the person or committee by whom the decision was made:

- incorrectly applied any provision of the STPCD;
- 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 teacher.

The above list is not exhaustive.

The order of proceedings is as follows:

- The teacher receives written confirmation of the proposed pay determination and where applicable the basis on which the recommendation was made.
- If the teacher is not satisfied, he/she should seek to resolve this by discussing the matter informally with the Appraiser within 10 working days of the decision.
- Where this is not possible or where the teacher continues to be dissatisfied, he/she may follow a formal appeal process.

Formal Stage

- a) The teacher should set down in writing the grounds for questioning the pay decision and send it to the Headteacher within ten working days of the notification of the decision being appealed against or of the outcome of the discussion referred to above.
- b) The Headteacher should provide a hearing, within ten working days of receipt of the written appeal, to consider the appeal and give the teacher an opportunity to make representations in person. Following the hearing the employee should be informed in writing of the decision and the right to appeal.

Appeal Stage

Teachers other than an Executive Headteacher or Headteacher

Any appeal by a teacher should be heard by a panel of three governors, who were not involved in the original determination. This will normally be within 20 working days of the receipt of the written appeal notification.

The teacher will be given the opportunity to make representations in person. The decision of the appeal panel will be given in writing and where the appeal is rejected will include a note of the evidence considered and the reasons for the decision. This is the end of the Pay Appeal process and there is no further right of appeal.

At each stage of this procedure the teacher is entitled to be accompanied by a colleague or trade union representative. This includes both the hearing and the appeal hearing. Each step and action of this process must be taken without unreasonable delay. The timing and location of the formal Hearings must be reasonable.

Executive Headteacher or Headteacher

An Executive Headteacher or Headteacher wishing to appeal will be dealt with by a single member of the Trust Board of Directors.

8. Allowances for Classroom Teachers

8.1 Teaching and Learning Responsibility (TLR) Payments

A Teaching and Learning Responsibility payment (TLR) may be awarded to a classroom teacher in accordance with paragraph 20 and section 4 of the STPCD.

A TLR 1 or 2 will be awarded for undertaking a sustained additional responsibility in the context of the academy's staffing structure for the purpose of ensuring the continued delivery of high-quality teaching and learning for which they are made accountable. The award may be while the teacher remains in the same post or occupies another post in the temporary absence of the post-holder, for example, cover for secondments, maternity or sick leave or vacancies pending permanent appointment.

A TLR3 may be awarded for academy improvement projects or one off externally driven responsibilities for a discrete period of time. The governing body will set out in writing, at the outset, to the teacher the duration of the fixed term and the amount to be paid in monthly instalments. TLR3 payments should not be used to replace or otherwise limit teachers' pay progression on the main, upper or leading practitioner pay ranges. No safeguarding will apply in relation to TLR3s.

TLRs may only be awarded in the context of the academy's staffing structure and pay policy.

A TLR1 or 2 is a payment integral to a permanent post in the academy's staffing structure and therefore may only be held by two or more people when job-sharing that post. TLR1 or 2 awarded to part-time teachers must be paid pro-rata at the same proportion as the teacher's part-time contract.

A TLR 3 payment must be paid in full and not on a pro-rata basis to a part time teacher (Paragraph 41 STPCD).

Before awarding a TLR, the relevant body 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.

Before awarding a TLR 1, the relevant body must be satisfied that the significant responsibility referred to in the previous paragraph includes in addition line management responsibility for a significant number of people.

8.2 TLR Values

The values of TLRs must fall within the following ranges:

- the annual value of a TLR1 is £8291 - £14030
- the annual value of a TLR2 is £2873 - £7017
- the annual value of a TLR3 is £571 - £2833 for a clearly defined period

Due regard must be taken of differentials between same band TLRs of different values in line with the responsibility of the post.

TLRs may be awarded following a review of the academy's staffing structure. The introduction of TLRs will be in line with the timings of the implementation of the new structure.

A teacher may not hold a TLR1 and a TLR2 concurrently, however a teacher in receipt of either a TLR1 or 2 may also hold a concurrent TLR3.

If a teacher is given a new post or revised responsibilities, then the relevant body must determine whether a different TLR (or no TLR) applies to the post and whether the teacher is entitled to any safeguarded sum if no TLR, or a lower one, applies to the new post/revised responsibilities.

Teachers should not be expected to undertake permanent additional TLR responsibilities without payment of a permanent TLR1 or TLR2 payment.

8.3 Special Educational Needs Allowance

With effect from 1 September 2021 the relevant body must award a SEN allowance of no less than £2270 and no more than £4479 per annum to a classroom teacher:

- a) in any SEN post that requires a mandatory SEN qualification (since 1 September 2009 all SENCOs are required to hold the National Award for SEN Co-ordination unless they had been in post for at least 12 months prior to this date);
- b) in a special school;
- c) who teaches pupils in one or more designated special classes or units in a school or, in the case of an unattached teacher, in a local authority unit or service;
- d) in any non-designated setting (including any PRU) that is analogous to a designated special class or unit, where the post-
 - (i) involves a substantial element of working directly with children with special educational needs;
 - (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 special educational needs than is the normal requirement of teachers throughout the school or unit within the school or, in the case of an unattached teacher, the unit of the service.

Where a SEN allowance is to be paid, the relevant body 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.

Special Educational Needs (SEN) allowances may be held at the same time as TLRs. However, when reviewing their staffing structures and keeping them under review, relevant bodies should:

- ensure that, in the light of remodelling and the move of administrative tasks from teachers to support staff, holders of discretionary SEN allowances are not carrying out tasks that would be more appropriately undertaken by support staff;
- consider whether, if teachers have responsibilities that meet the principles for the award of TLR payments it would not be more appropriate to award a TLR payment *instead* of a discretionary SEN allowance of a lower value;

- SEN payments made by the relevant body should not be used for the purposes of recruitment and retention. There are separate provisions available within the STPCD for these purposes;
- ensure that any responsibilities are clearly specified in individual teachers' job descriptions, and are clear in the academy's published staffing structure.

9. Other Payments

The Academy Council may make such payments as they see fit (discussed and agreed in advance) to teachers (other than the Headteacher) in respect of (paragraph 26 STPCD):

a) Continuing Professional Development

Continuing professional development undertaken outside of the school day.

b) Initial Teacher Training Activities

Activities that may attract payment include:

- supervising and observing teaching practice; giving feedback to students on their performance and acting as professional mentors; and formally assessing students' competences;
- planning an initial teacher training course.

Teachers who undertake initial teacher training activities which are not seen as part of the ordinary running of the school should be given separate contracts of employment to cover areas of work that are not part of their substantive teaching job or contract of employment. Areas of work that will attract a payment of a suitable National Joint Committee scale include:

- preparing course materials; undertaking the marketing, finance and administration of the course; and taking responsibility for the well-being and tuition of initial teacher training students.

c) Out-Of-School Learning Activities

Activities that may attract payment equivalent to short notice supply staff rates include:

- breakfast clubs, homework clubs; summer schools (study support, literacy and gifted and talented), sporting activities, other outdoor activities and clubs linked to curricular, arts and hobby interest areas.

9.1 Provision of Services by the Headteacher

The relevant body has discretion to make payments to Headteachers who provide an external service to one or more additional schools, and also to any of the school's teachers whose post acquires additional responsibility as a result of the Head's activities. Payments are not automatic and must take account of paragraphs 10.1 to 10.4 and 26 and paragraph 65 STPCD.

9.2 Recruitment and Retention Payments

The Academy Council will make such payments to a teacher as it considers necessary as an incentive for the recruitment of new teachers and the retention of existing teachers. These can be made as a lump sum, periodic payments or via other financial assistance as deemed appropriate.

The pay committee must be clear on the reasons for such payments, making it clear at the outset in writing the expected duration and the review date, after which they may be withdrawn.

The Academy Council will review the level of payment annually.

Awards made under this section may only be made for recruitment and retention purposes, not for carrying out specific responsibilities or to supplement pay for any other reasons as per paragraph 26.

9.3 Honoraria

There is no provision within the School Teachers' Pay and Conditions Document for the payment of honoraria. Any such award to a teacher for their teaching work would be unlawful.

10. Unqualified Teachers

The trust will implement a six point pay range for Unqualified Teachers in line with the minimum and maximum values outlined STPCD 2021.

Basic Pay Determination on Appointment

The Academy Council, will, when determining on which point to place Instructors on the unqualified teachers' pay range when they are appointed, take account of any relevant qualifications and experience.

Pay on appointment will have due regard to:

- Relevant Qualifications
- Relevant Experience

Pay Progression Based on Performance

The pay committee will use reference points set out below:

Unqualified Teacher Range	Salary
UQ1	£18419
UQ2	£20532
UQ3	£22644
UQ4	£24507
UQ5	£26622
UQ6	£28735

Unqualified Teachers will need to demonstrate good progress towards performance management objectives and have shown competence in all elements of Teachers' Standards. Reviews will be deemed successful unless significant concerns about standards of performance, which may affect pay progression, have been raised and recorded with the teacher during the formal annual performance management / appraisal cycle and have not been sufficiently addressed by the conclusion of that process. If following a review the decision is made to withhold incremental progression/or enter the capability procedure then this should be confirmed in writing.

11. Part-time Teachers

Teachers employed on an ongoing basis within school but who work less than a full working week are deemed to be part-time. The Board will provide them with a written statement detailing their working time obligations and the standard mechanism used to determine their pay. This is subject to the provisions of the statutory pay and working time arrangements and by comparison with the Trust's timetabled teaching week for a full-time teacher in an equivalent post.

12. Short Notice / Supply Teachers

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

Appendix

Appendix 1	Threshold Progression Application Form
Appendix 2	Procedure of the Hearing of an Appeal against a Pay Determination
Appendix 3	Leadership Pay Reference Points 2021/22
Appendix 4	Academy Pay Ranges and Allowances



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All policies are written in line with our Trust Mission Statement:

Within the St Gregory the Great Catholic Academy Trust, our academies are communities where our children and young people are given a clear vision for life, a vision which is rooted in the person and teachings of Jesus Christ and which is faithful to the mission of the Catholic Church.

St Gregory the Great Catholic Academy Trust is a charity and a company limited by guarantee.

Registered in England and Wales.

Company number 10785982

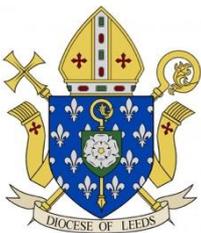
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