



Children's



Endeavour



Trust

# Pay Policy

The Children's Endeavour Trust comprises of:

Abbot's Hall Community Primary School  
 Bosmere Community Primary School  
 Broke Hall Community Primary School  
 Chilton Community Primary School  
 Combs Ford Primary School  
 Freeman Community Primary School  
 Springfield Junior School  
 Whitehouse Community Primary School

## Document Control

<i>Version</i>	<i>Date</i>	<i>Author</i>	<i>Comments</i>
<i>Issue 1</i>	<b>On conversion</b>	<b>HR and People Committee</b>	<i>Review Autumn 2019.</i>
<i>Issue 2</i>	<b>Approved by Board 23/9/19</b>	<b>HR and People Committee</b>	
<i>Issue 3</i>	<b>29<sup>th</sup> Sept 2020</b>	<b>CEO</b>	<i>Changes to pay approved by Finance Committee</i>
	<b>13<sup>th</sup> October 2021</b>	<b>CEO</b>	<i>New policy approved by Trust Board</i>

**Owner:** CEO

**Approver:** Trust Board

**Statutory Policy:** Yes

**Review Cycle:** Annual

**Approval date:** 13<sup>th</sup> October 2021

## **CONTENTS**

1. STATEMENT OF INTENT
2. EQUALITIES LEGISLATION
3. EQUALITIES AND PERFORMANCE RELATED PAY
4. JOB DESCRIPTIONS
5. ACCESS TO RECORDS
6. APPRAISAL
7. THE BOARD OF TRUSTEES AND GOVERNING BODY OBLIGATIONS
8. CHIEF EXECUTIVE OFFICER AND HEADTEACHER OBLIGATIONS
9. DISCRETIONARY PAY AWARDS
10. SAFEGUARDING OF PAY
11. PROCEDURES
12. ANNUAL DETERMINATION OF PAY
13. ABSENCE AND/OR PARTIAL ACHIEVEMENT OF OBJECTIVES
14. NOTIFICATION OF PAY DETERMINATIONS
15. SALARY SACRIFICE ARRANGEMENTS
16. APPEALS PROCEDURE
17. SUPPORT STAFF PAY
18. PAY ARRANGEMENTS SPECIFIC TO TEACHING STAFF
19. PAY RANGE FOR LEADERSHIP POSTS
20. ACTING ALLOWANCES
21. OTHER TEACHERS
22. APPLICATIONS TO BE PAID ON THE UPPER PAY RANGE
23. PAY PROGRESSION FOR EXISTING UPPER PAY RANGE TEACHERS
24. LEADING PRACTITIONER ROLES
25. PAY ON APPOINTMENT AND PROGRESSION FOR UNQUALIFIED TEACHERS
26. TEACHING AND LEARNING RESPONSIBILITY (TLR) PAYMENTS
27. SPECIAL NEEDS ALLOWANCE
28. ADDITIONAL PAYMENTS
29. RECRUITMENT AND RETENTION INCENTIVE BENEFITS
30. HONORARIA
31. APPLICATION OF NATIONAL PAY FRAMEWORK UPLIFT TO SALARIES AND ALLOWANCES (in respect of Main Pay Scale) SEPTEMBER 2021
32. ADDITIONAL OR SECOND JOB

**APPENDIX 1 RECOMMENDED PAY RANGES FOR SCHOOL LEADERS, 2021-22**

**APPENDIX 2 – APPLICATION TO BE PAID ON THE UPPER PAY RANGE**

**APPENDIX 2b – EXPECTATIONS FOR UPPER PAY RANGE TEACHERS**

**APPENDIX 3 – PAY APPEALS PROCEDURE**

**APPENDIX 4 – SCHEME OF DELEGATION**

**APPENDIX 5 – 2021-22 PAY RATES**

## **1. STATEMENT OF INTENT**

The prime statutory duty of governing bodies in England, as set out in paragraph 21(2) of the Education Act 2002 is to "...conduct the school with a view to promoting high standards of educational achievement at the school." The pay policy is intended to support that statutory duty.

The Board of Trustees and Local Governing Bodies of Children's Endeavour Trust will act with integrity, confidentiality, objectivity and honesty in the best interests of the schools; will be open about decisions made and actions taken, and will be prepared to explain decisions and actions to interested persons. Its procedures for determining pay will be consistent with the principles of public life: objectivity, openness, and accountability.

This policy applies to all Children's Endeavour Trust staff. Where different arrangements apply to different groups of staff by virtue of their terms and conditions of employment, this is clearly stated.

For all staff, pay progression will be clearly attributable to the individual's performance and the pay committee will be able to objectively justify its decisions.

## **2. EQUALITIES LEGISLATION**

The Board of Trustees and Local Governing Body will comply with relevant equalities legislation, including the following legislation, as amended:

- Employment Relations Act 1999
- Equality Act 2010
- Employment Rights Act 1996
- The Part-time Workers (Prevention of Less Favourable Treatment) Regulations 2000
- The Fixed-term Employees (Prevention of Less Favourable Treatment) Regulations 2002
- The Agency Workers Regulations 2010.

The Board of Trustees and Local Governing Bodies will promote equality in all aspects of school life, particularly as regards all decisions on advertising of posts, appointing, promoting, paying staff, training and staff development. See 'Board of Trustees and Local Governing Bodies obligations' in relation to monitoring the impact of this policy.

## **3. EQUALITIES AND PERFORMANCE RELATED PAY**

The Board of Trustees 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., an absence on maternity or long-term sick leave. The exact adjustments will be made on a case-by-case basis, depending on the individual employee's circumstances and the school's circumstances.

## **4. JOB DESCRIPTIONS**

The Trust Board will ensure that the Central Team have job descriptions in accordance with the staffing structure. Headteachers will ensure that each member of staff is provided with a job description in accordance with the staffing structure agreed by the Trust. Job descriptions may be reviewed from time to time, in consultation with the individual employee concerned, in order to

make reasonable changes in the light of the changing needs of the school. Job descriptions will identify key areas of responsibility. All job descriptions will be reviewed annually as part of the appraisal process.

## **5. ACCESS TO RECORDS**

The Trust Board and Headteachers will ensure reasonable access for individual members of staff to their own employment records.

## **6. APPRAISAL**

There is a responsibility on the individual and their appraiser to work together. Employees should gather any evidence that they deem is appropriate in relation to their objectives and other relevant criteria (e.g. the Teachers' Standards and criteria to be paid on Upper Pay Range), so that such evidence can be taken into account at their performance review. For further details regarding how to evidence performance please see the Trust's Appraisal Policy

## **7. THE BOARD OF TRUSTEES AND GOVERNING BODY OBLIGATIONS**

The Board of Trustees will fulfil its obligations to:

- Teachers: as set out in the School Teachers' Pay and Conditions Document (STPCD) and the Conditions of Service for School Teachers in England and Wales (commonly known as the Burgundy Book). The governing body will also comply with The Education (School Teachers' Appraisal) (England) Regulations 2012 concerning the appraisal of teachers;
- Support staff: as set out in the National Joint Council for Local Government Services National Agreement on Pay and Conditions of Service (Green Book) and Suffolk County Council's Single Status Agreement and local pay and grading arrangements, as they apply to schools and where not already amended as described in this policy or the Trust's appraisal policy.

The Board of Trustees will consider any updated policies to ensure that the appropriate arrangements for linking appraisal to pay are in place, can be applied consistently and that their pay decisions are properly documented and can be objectively justified. It will at all times assure itself that public money is being used effectively and with propriety, as necessary, seeking appropriate independent advice and complying with audit requirements.

The Board of Trustees and Local Governing Bodies will ensure that they make funds available to support pay decisions, in accordance with this pay policy and procedures (see Procedures) and the Trust/school's spending plans.

The Board of Trustees will monitor the outcomes of pay decisions, including the extent to which different groups of staff may progress at different rates, ensuring the school's continued compliance with equalities legislation.

## **8. CHIEF EXECUTIVE OFFICER AND HEADTEACHER OBLIGATIONS**

The Chief Executive Officer will:

- Develop clear arrangements for linking appraisal to pay progression and consult with headteachers and Trust JCNC representatives on the appraisal and pay policies;
- Submit any updated appraisal and pay policies to the Board of Trustees for approval;

The Headteachers will:

- Ensure that effective appraisal arrangements are in place and that any appraisers have the knowledge and skills to apply procedures fairly;
- Submit pay recommendations to the governing body and ensure the governing body has sufficient information upon which to make pay decisions;
- Ensure that all staff are informed about decisions reached and that records are kept of recommendations and decisions made.

## **9. DISCRETIONARY PAY AWARDS**

Criteria for the use of pay discretions are set out in this policy and discretionary awards of additional pay will only be made in accordance with these criteria.

## **10. SAFEGUARDING OF PAY**

Where a pay determination leads or may lead to the start of a period of safeguarding, the Board of Trustees and Local Governing Bodies will comply with the relevant provisions of the or support staff terms and conditions of employment and will give the required notification as soon as possible and no later than one month after the determination.

## **11. PROCEDURES**

At Children's Endeavour Trust, the Trust Board will be the committee with final responsibility for pay decisions for the CEO and Headteachers, the Local Governing Bodies will be the committees with final responsibility for pay decisions for school staff.

The Local Governing Bodies will determine the annual pay budget on the recommendation of the Trust Board.

The Board of Trustees has delegated its pay powers to the Local Governing Bodies. Any person employed to work at the school, other than the head, must withdraw from a meeting at which the pay or appraisal of any other employee of the school is under consideration. The CEO or head must withdraw from that part of the meeting where the subject of consideration is their own pay. A relevant person must withdraw where there is a conflict of interest or any doubt about their ability to act impartially.

The Human Resources and People Committee will lead the CEO's performance management review and target setting meeting. It will be attended by two Trustees from this committee and an external adviser to offer advice. The CEO will withdraw while the committee reaches its pay decision.

The CEO will lead the CFO's performance management review and target setting meetings. It will be attended by two trustees from the Human Resources and People Committee. The CFO will withdraw while the committee reaches pay decisions.

The CEO will lead the Headteachers' performance management reviews and target setting meetings. It will be attended by a trustee from the Human Resources and People Committee, a member of the local governing body and an external adviser to offer advice. The Headteachers will withdraw while the committee reaches pay decisions.

The terms of reference for the Board of Trustees and Local Governing Bodies will be determined from time to time by the Trust Board of Trustees, in accordance with the Scheme of Delegation (Appendix 4).

Reports relating to performance management will be placed in the confidential section of the Board of Trustees and relevant Local Governing Bodies' agenda and will either be or referred back. Reference back may occur only if the Board of Trustees and Local Governing Bodies have exceeded their powers under the policy.

## **12. ANNUAL DETERMINATION OF PAY**

All staff salaries will be reviewed annually to take effect, where headroom is available, from:

- 1 September for all teaching staff, including the head, deputy head(s), assistant head(s); or
- 1 April for all support staff.

The governing body will endeavour to complete support staff annual pay reviews between 1 April and the end of the summer term, teachers' annual pay reviews by 31 October and the CEO and Headteacher's annual pay review by 31 December. They will, however, complete the process without undue delay.

Annual pay progression is not automatic. It will only be considered where staff have met the expectations described in this policy, the school's Appraisal Policy and through their appraisal process, and will be subject to the maximums of the employee's relevant pay range/grade/grade mid-point and the governing body's annual decision-making processes.

Pay progression will not be considered during any probationary period. Normal appraisal and pay review arrangements will apply following the successful completion of any probationary period and, for support staff, subject to the "11-month rule" described in paragraph 17.2 of this policy.

## **13. ABSENCE AND/OR PARTIAL ACHIEVEMENT OF OBJECTIVES**

Where any member of staff has been absent for some or all of the appraisal period, for example, as a result of long-term sickness absence or maternity/adoption/shared parental leave, the assessment in relation to pay progression will be based on performance during any period of attendance and/or prior performance.

In exceptional circumstances, for example, where objectives have not been fully met due to factors entirely outside the control of the reviewee, the reviewer may apply discretion in/ recommending pay progression. Such discretion will normally only be applied where:

- For teachers: competency in all elements of the Teachers' Standards and 'good' teaching overall have been demonstrated, as described below
- For support staff: the standard of work more generally has been of a high level.

## **14. NOTIFICATION OF PAY DETERMINATIONS**

Decisions will be communicated to each member of staff by the Headteacher, in writing, at the earliest opportunity and no later than one month after the pay determination. Decisions on the pay of the CEO and heads will be communicated by the Trust Board, again, in writing. All communication regarding pay determinations will set out the reasons why decisions have been taken. An instruction to amend pay from the relevant date will be issued as soon as practicable after the pay decision has been made.

In accordance with the , pay statements given to teachers, as part of the regular review process or when other pay decisions are taken, will state all remuneration, including any allowances, any payments or other financial benefits for recruitment and retention purposes, any safeguarded sums and any fixed term arrangements, as well as where a copy of the Trust's pay policy and staffing structure can be inspected.

## **15. SALARY SACRIFICE ARRANGEMENTS**

The Trust operates salary sacrifice schemes in relation to Childcare Vouchers and a Cycle to Work scheme. Staff choosing to participate in this scheme will have their gross pay reduced according to the terms of the scheme for the duration of their participation.

## **16. APPEALS PROCEDURE**

The appeals procedure in relation to pay decisions for all staff is set out in Appendix 3 of this policy.

The following sections of the policy cover further pay arrangements as they apply to, firstly, Support Staff and, secondly, Teaching Staff.

## **PAY ARRANGEMENTS SPECIFIC TO SUPPORT STAFF**

### **17. SUPPORT STAFF PAY**

#### **17.1 Salary on appointment**

The Board of Trustees notes its powers to determine the pay of support staff in accordance with paragraph 17 and 29 of the School Staffing (England) Regulations 2009 and Chapter 7 of the associated guidance. The pay committee will determine the pay grade of support staff on appointment in accordance with the scale of grades currently applicable in relation to employment with the Local Authority (where relevant), which the pay committee consider appropriate for the post. In reaching its determination, the pay committee will consider the advice of the Trust, where relevant, but will not consider itself bound by that advice.

The governing body will determine the pay range to be advertised, taking account of the full responsibilities of the post and, where relevant, the Trust's guidance on Single Status benchmark job descriptions and in accordance with the School Staffing (England) Regulations 2009 and chapter 7 of the associated guidance.

Appointment in each case will normally be within the lower part of the grade (see Appendix 5), unless the post is specifically designated as appropriately placed in the higher part. Salary on appointment will normally be to the lowest point of the applicable grade for the role. Where the school is satisfied that it is necessary to pay a higher starting salary in order to attract the best candidate, the appointment may be made at any point up to and including the point below 'the bar' (known as the midpoint). You are not able to appoint or advertise above the midpoint of the grade.

#### **17.2 Serving support staff**

In any year in which the Board of Trustees/Local Governing Bodies agree to award incremental progression to support staff, progression within the relevant part of the grade will be by a single increment, which is dependent on successful performance in post, as assessed through the appraisal process. Further information is contained in the Trust's Appraisal Policy.

Where performance has been assessed as exceptional, the Local Governing Body may apply its discretion and award enhanced progression of an additional point, where there is scope for this within the relevant part of the pay grade.

To ensure that an employee who is new in post is able to benefit from, where available, incremental progression when performance supports this, the school will ensure forward objectives are set as soon as possible upon completion of any probationary period and that an appraisal review is completed within four to six months of this. Provided that this is done, an increment will be paid from the first day of eleventh month after the employee's start date. This is referred to elsewhere as the "eleven-month rule". After that, the employee will fit into the normal appraisal review cycle.

The eleven-month rule will be applied to pay progression following promotion or the re-grading of an employee's post.



### **17.3**

#### **Acting-up Payments and Honoraria**

The Board of Trustees/Local Governing Body may determine to make an acting-up payment or an honorarium.

An acting-up payment may be appropriate where an employee takes on the full duties of a more senior post for a substantial period (usually four weeks or more) in the absence of the post-holder or where there is a vacancy pending recruitment to a vacant post. Where an acting-up payment is agreed, the employee will receive a salary which is not less than the minimum point of the salary for the "acting-up" post, and at least one incremental point higher than their substantive salary.

An honorarium may be appropriate where an employee takes on additional duties of a higher paid post for a temporary period (for whatever reason), but not the full duties. Where an honorarium payment is agreed, the school will estimate the proportion of the duties at the higher level which the employee has undertaken, the period over which the duties have been undertaken and calculate a payment. Honoraria will normally be paid as a lump sum retrospectively.

### **17.4 Support Staff Holiday Pay Calculations**

Please refer to Support Staff Terms and Conditions Document regarding Holiday Pay Calculations.

### **17.5 Additional or Second Job**

Any employee having a second or additional job has a duty to inform their employer of this for both permanent and the employee needs to be aware this may result in tax and / or pension implications for casual employees.

### **17.6 Apprentices**

If the school employs an Apprentice, you must ensure you abide by the Government guidance for minimum pay, however it is at the schools' discretion if they wish to pay above the minimum. The relevant link is attached below,

[Employing an apprentice: Pay and conditions for apprentices - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/employing-an-apprentice-pay-and-conditions-for-apprentices)

For further information please contact your apprenticeship provider.

## 18. PAY ARRANGEMENTS SPECIFIC TO TEACHING STAFF

Pay decisions relating to performance in the 2020-21 academic year will be made in accordance with the school's Pay and Appraisal Policies for 2020-21. The following paragraphs set out the arrangements for appointments or determinations made on or after 1 September 2021 and for pay decisions relating to performance throughout the 2021-22 academic year.

There are normally two elements to the teachers' pay review:

- Cost of living percentage increase - generally referred to as 'uplift'
- Pay progression between scales – generally referred to as 'incremental award' **this would always be dependent on performance.**

## 19. PAY RANGE FOR LEADERSHIP POSTS

Leadership post holders will be paid in accordance with the pay ranges for school leaders set out in Appendix 1. In any determination or re-determination of leadership pay, the pay range for the Headteacher will start no lower than the minimum of the relevant Headteacher Group and the pay range for any Deputy or Assistant Headteacher will start no lower than the Leadership Minimum.

Wider leadership posts will need to meet the basic criterion of 'leadership responsibilities across the whole school' to be paid on the leadership pay ranges.

The Trust Board and Local Governing Bodies may seek independent advice and/or benchmarking data, as appropriate, when determining leadership pay.

The governing body will record the rationale for leadership pay determinations and the reasons for any re-determination of pay. The Trust Board has determined that the pay points set out in Appendix 1 will apply to all leadership posts within the schools, subject to the individual Leadership Pay Range determined for each post.

*The national pay award for teachers for 2021-22*

- A £250.00 p.a. increase for any teaching staff earning less than £24,000.00 p.a., therefore there is no recommendation for an increase to Leadership Pay Rates.

### 19.1 CEO, Headteacher, Deputy Headteacher or Assistant Headteacher - Pay on appointment, or following a significant change in responsibilities, or following an associated review of leadership pay.

In accordance with the , the Board of Trustees will determine leadership pay on appointment and may re-determine leadership pay following any significant change in responsibilities. It may also determine that it is necessary to review the pay of all leadership posts to maintain consistency either with pay arrangements for new appointments to the leadership group made on or after 1 September 2014, or with pay arrangements for members of the leadership group whose responsibilities have significantly changed after that date.

The Board of Trustees in conjunction with the Local Governing Bodies will assign the school to a Headteacher Group by reference to the school's total unit score, calculated in accordance with the , before determining the Leadership Pay Range for the post.

When determining the Leadership Pay Range, the Board of Trustees/Local Governing Body will take into account:

- All the permanent responsibilities of the role, including any permanent responsibility as the headteacher of more than one school
- Any challenges that are specific to the role
- All other relevant considerations, for example, any recruitment and retention difficulties, the requirement for a fixed-term appointment or candidate specific factors, including how well the appointee meets the requirements of the post and how much room is appropriate for progression for the individual.

When advertising the Head Teacher role, the Trust Board and Local Governing Body may use its discretion in line with the STPCD to determine the leadership pay range.

**19.2** The Board of Trustees in consultation with the Local Governing Body may also determine to use its discretion to set the leadership pay range up to 25% above the Headteacher Group. In exceptional circumstances and where supported by a business case, and having sought external independent advice, the Board of Trustees may agree to award above the 25% limit.

### **Serving CEO, Headteachers, Deputy Headteachers and Assistant Headteachers**

The Trust Board will review the CEO and CFO pay in accordance with the , the Trust Appraisal Policy and this policy, having regard to the most recent appraisal report and the recommendation on pay that it contains. It will award one- point progression where there has been a sustained high quality of performance. The Board of Trustees may consider awarding two- point progression where performance is assessed as having significantly exceeded the sustained and high quality of performance that must be demonstrated for one- point progression.

The Trust Board and Local Governing Bodies will review the Headteachers' pay in accordance with the Trust Appraisal Policy and this policy, having regard to the most recent appraisal report and the recommendation on pay that it contains. It will award one- point progression where there has been a sustained high quality of performance. The Board of Trustees may consider awarding two- point progression where performance is assessed as having significantly exceeded the sustained and high quality of performance that must be demonstrated for one- point progression.

The Local Governing Bodies will review Deputy Headteacher and Assistant Headteacher's pay, annually in accordance with the Trust Appraisal Policy and this policy, having regard to the most recent appraisal report and the recommendation on pay that it contains. It will award one- point progression where there has been a sustained high quality of performance, with particular regard to leadership, management, and pupil progress at the school. The Local Governing Bodies may consider awarding two- point progression where performance is assessed as having significantly exceeded the sustained and high quality of performance that must be demonstrated for one- point progression.

All incremental pay decisions (i.e. no movement, one point, more than one point) will be clearly attributable to the performance of the postholders. The Board of Trustees and Local Governing Bodies will be able to justify their decisions.

The Board of Trustees may re-determine the pay range for a serving CEO, Headteacher, Deputy Headteacher or Assistant Headteacher in accordance with the above arrangements and the , as at 1 September or at any time if it considers it is necessary to reflect a significant change in the responsibilities of the post.

### **19.3 Temporary Payments to the Headteacher**

Only in very rare and exceptional circumstances can an additional Temporary Payment be considered in accordance with the provisions of the STPCD. A temporary payment will only be considered for additional Headteacher responsibilities that are undertaken on a temporary basis, and which have not already been taken account of when setting base pay. The governing body must be able to fully objectively justify the rationale for any such payments, taking into account any financial impacts to the school budget. No additional payment will be considered for local collaboration as this forms part of the role of all Headteachers. Further details can be sourced in STPCD Part 2 Section 10.

The governing body may appoint a headteacher on a fixed-term contract where it determines that the circumstances of the school require it. In establishing such a contract, the relevant body will consider how reward should be structured and whether achievement of objectives should be assessed over a shorter or longer timescale than would normally be the case.

## **20. ACTING ALLOWANCES**

The governing body may determine to pay an acting allowance in accordance with the STPCD to any teacher who is assigned and carries out the duties of head, deputy head or assistant head. Please see STPCD Part 4 Section 23 for full details.

## **21. OTHER TEACHERS**

### **21.1 Pay on appointment (Unqualified, Main, Upper and Leading Practitioner pay ranges)**

The Local Governing Bodies will determine the starting salary of any teaching post on the Unqualified, Main, Upper and Leading Practitioner pay ranges, having regard to:

- 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.

There is no assumption that a teacher will be paid at the same rate as they were being paid in a previous school, consideration may be given to the above factors to determine the starting salary.

## **21.2 Supply Teachers**

The rate of pay for a supply teacher will be negotiated on appointment depending on qualifications and experience.

## **21.3 Teachers Employed on a Short Notice Basis**

Teachers who work on a day-to-day or other short notice basis will have their pay determined in accordance with the STPCD Part 6 Section 42.

## **21.4 NQT and Early Career Teachers (ECT)**

With effect from September 2021 Early Career Teachers (ECT's) will require a two-year induction period. (ECT has replaced the term NQT). It is the responsibility of each school to have its own ECT Induction policy. Government guidance states that "during their two-year induction there will be no adverse impact upon ECT's pay or career progression opportunities. ECT's will still be able to progress on the pay scale as current arrangements allow both during and after induction".

Therefore, ECT's will be placed on MP1 at the beginning of their induction and move up the Main Pay scale accordingly.

## **21.5 Tutoring and TLR3**

Main pay range teachers and upper pay range teachers can be awarded a fixed-term TLR3 to deliver school-led tutoring. Further details on TLR3 can be found in Paragraph 26. **This award would be pensionable in the TPS**

### **PAY PROGRESSION FOR EXISTING MAIN PAY RANGE TEACHERS**

The STRB has recommended the following changes for September 2021:

- A £250.00 p.a. increase for any teaching staff earning less than £24,000.00 p.a. therefore there is no recommendation for an increase to Main Pay Scale Rates.

<b>September 2021 Main Pay Scale rates for teachers</b>	
	<b>2021-22 rates</b>
<b>Minimum</b> (statutory minimum)	<b>£25,714</b>
Ref point 2	£27,600
Ref point 3	£29,664
Ref point 4	£31,778
Ref point 5	£34,100
<b>Max point 6</b>	<b>£36,961</b>

For an incremental increase (pay progression) by one point annually, teachers will need to have met their objectives, shown that they are competent in all elements of the Teachers' Standards and teaching should be 'good' overall (based on successful appraisal and meeting all professional Teachers' Standards:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/208682/Teachers\\_Standards\\_2013.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/208682/Teachers_Standards_2013.pdf)[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/208682/Teachers\\_Standards\\_2013.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/208682/Teachers_Standards_2013.pdf) )

If the evidence shows that a teacher has performed exceptionally, including overall teaching being consistently outstanding, the governing body may consider the use of its flexibilities to award enhanced pay progression, up to the maximum of one additional point.

Judgements will be properly rooted in evidence. As a teacher moves up the main pay range, this evidence should show:

- 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, e.g. behaviour management or lesson planning;
- An increasing contribution to the work of the school;
- An increasing impact on the effectiveness of staff and colleagues.

Further information, including sources of evidence is contained in the Trust's appraisal policy.

The Local Governing Bodies will be advised by the Headteacher in making all such decisions. Any increase (i.e. no movement, one point, more than one point) will be clearly attributable to the performance of the teacher in question. The Local Governing Bodies will be able to justify their decisions.

## **22. APPLICATIONS TO BE PAID ON THE UPPER PAY RANGE**

Any qualified teacher can apply to be paid on the Upper Pay Range. However, to be able to demonstrate that they meet the assessment criteria set out in appendix 2 particularly around the teacher's achievements and contribution to the school being substantial and sustained, it is likely that applications will be submitted by teachers with a number of years of classroom teaching experience, typically a minimum of three years and often significantly more. It is the responsibility of the teacher to decide whether they wish, or when to apply to be paid on the Upper Pay Range.

Applications will include the results of the two most recent appraisals in this school, including any recommendation on pay. Where such information is not applicable or available, e.g. those newer to teaching or returning from maternity or sickness absence, a written statement and summary of evidence designed to demonstrate that the applicant has met the assessment criteria must be submitted by the applicant.

For the assessment to be robust and transparent, it will be an evidence-based process only. Teachers therefore should ensure that they build a sound base of significant and relevant evidence to support their application. It is the individual's responsibility to collect, collate and present the evidence for consideration in support of their application. Those teachers who are not subject to Teachers' induction procedures, or who have been absent, through sickness, disability or maternity, may cite written evidence from a 3-year period before the date of application in support of their application.

### **Process:**

One application may be submitted annually (see evidence in Appendix 2). The closing date for applications is normally 31 October each year; however, exceptions will be made in particular circumstances, e.g. those teachers who are on maternity/adoption/shared parental leave or who are currently on sick leave. The process for applications is:

- The teacher must complete the Trust's application form (see appendix 2);
- The teacher should submit the application form and supporting evidence to the Headteacher by the cut-off date of 31 October;
- The teacher will receive notification of the assessor, for their application within 5 working days;
- The assessor will review the application and if requested by the employee can provide informal feedback prior to the formal submission of the application. Whilst not guaranteeing a positive recommendation, this feedback can provide the employee with the opportunity to collect, collate and present additional evidence before formal submission of their final application.

- The assessor will then formally assess the application and make a recommendation to the Local Governing Body;
- The application, evidence and recommendation will be passed to the Headteacher for moderation purposes, if the Headteacher is not the assessor;
- The Local Governing Body will make the final decision, taking into account evidence provided by the assessor or Headteacher;
- The teacher will receive written notification of the outcome of their application by 30<sup>th</sup> November.

#### Successful applicants

- will move to the minimum of the UPR on 1<sup>st</sup> September following confirmation of their successful application.

#### Unsuccessful Applications

- Where the application is unsuccessful, the written notification 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);
- Following an unsuccessful application, if requested, oral feedback can be provided by the assessor. Oral feedback will be given within 10 school working days of the date of notification of the outcome of the application/request for feedback. Feedback will be given in a positive and encouraging environment and will include advice and support on areas for improvement in order to meet the relevant criteria for the next potential application;
- Unsuccessful applicants can appeal the decision. The appeals process is set out in Appendix 3.

#### **Assessment:**

The teacher will be required to meet the criteria set out in the STPCD, namely 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.

In this Trust, this means:

“highly competent”: the teacher's performance is assessed as having exceptional 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”: typically, the teacher will have had two consecutive successful appraisal reports in this school and will have met their objectives during this period (see exceptions, e.g. maternity/sick leave, in the introduction to this section). They will be expected to show that their teaching expertise has grown over the relevant period and is consistently good to outstanding.

Further information, including information on sources of evidence is contained within the Trust’s appraisal policy.

### 23. PAY PROGRESSION FOR EXISTING UPPER PAY RANGE TEACHERS

The pay scale for Upper Pay Range teachers in this Trust is:

Upper Pay Scale Rates 2021-22	
Pay reference points	2021-22
Minimum	<b>£38,690</b>
Reference point 2	£40,124
Maximum	<b>£41,604</b>

Unlike main pay range teachers, to move up the UPR scale, one point biennially upper pay range teachers will need to have had two successful performance reviews in which they have met their objectives, maintained the essential criteria, namely that the teacher is highly competent in all elements of the relevant standards; and that the teacher's achievements and contribution to the school are substantial and sustained, as defined above. Teaching should be overall 'good' (based on successful appraisal and meeting all professional Teachers' Standards) and increasingly 'outstanding'.

Where it is clear from the evidence that the teacher's performance has been exceptional in relation to the above criteria, teaching is consistently outstanding and the teacher has exceeded some or all of their objectives, the pay committee may use its flexibility to decide on enhanced progression from the minimum to the maximum of Upper Pay Range.

Further information, including sources of evidence is contained within the Trust's Appraisal Policy.

The Local Governing Bodies will be advised by the Headteachers in making all such decisions. Any increase (i.e. no movement, one point, more than one point) will be clearly attributable to the performance of the teacher in question. The Local Governing Bodies will be able to justify their decisions.

### 24. LEADING PRACTITIONER ROLES

The Board of Trustees/Local Governing Bodies will take account of the STPCD as detailed in Part 3, Paragraph 16, when determining the role and pay range (including pay points) of any future leading practitioner roles in this schools. Additional duties will be set out in the job description of any leading practitioner and will include:

- A leadership role in developing, implementing and evaluating policies and practices in the school that contributes to the schools' improvement;
- The modelling and leading improvement of teaching skills within school;

- Improving the effectiveness of staff and colleagues, within school and other settings as appropriate, defined by the Headteacher.

The Headteacher will agree appraisal objectives for any leading practitioner.

To move up the agreed leading practitioner pay range, one annual point at a time, as detailed in STPCD Part 3, Paragraph 16, the most recent appraisal should show that the leading practitioner:

- Has met 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” and “substantial” are defined in the section entitled, “Applications to be paid on the Upper Pay Range”.

Where it is clear from the evidence that the teacher’s performance is exceptional, the Local Governing Bodies may award enhanced pay progression of one additional point.

Further information, including sources of evidence is contained within the Trust’s appraisal policy.

The Local Governing Bodies will be advised by the Headteacher in making all such decisions. Any increase (i.e. no movement, one point, more than one point) will be clearly attributable to the performance of the teacher in question. The Local Governing Body will be able to justify its decisions.

## 25. PAY ON APPOINTMENT AND PROGRESSION FOR UNQUALIFIED TEACHERS

The pay scale for Unqualified Teachers is:

Unqualified Teacher Pay Scale 2021-22	
<b>Pay reference points</b>	2021-22 rates i.e. £250.00 cost of living increase to salaries below £24,000.00
<b>Minimum</b>	<b>£18,419</b>
Reference point 2	£20,532
Reference point 3	£22,644
Reference point 4	£24,507
Reference point 5	£26,622
<b>Maximum</b>	<b>£28,735</b>

The Local Governing Bodies will pay any unqualified teacher in accordance with this policy and the STPCD. The pay committee will determine where a newly appointed unqualified teacher will enter the scale, having regard to any qualifications or experience they may have, which they consider to be of value. The Local Governing Bodies will also consider whether it wishes to pay an additional allowance, in accordance with the provisions of the STPCD.

To move up the Unqualified pay range, one incremental point at a time, unqualified teachers will need to have met their objectives and demonstrated:

- 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.

If the evidence shows that an unqualified teacher has achieved exceptional performance, the pay committee may use its discretion to award enhanced pay progression of one additional point.

Information on sources of evidence is contained within the Trust's Appraisal Policy.

The Local Governing Bodies will be advised by the Headteachers in making all such decisions. Any incremental increase (i.e. no movement, one point, more than one point) will be clearly

attributable to the performance of the teacher in question. The Local Governing Bodies will be able to justify their decisions.

## **26. TEACHING AND LEARNING RESPONSIBILITY (TLR) PAYMENTS**

The Local Governing Bodies may award a TLR to a classroom teacher in accordance with this policy and the . A TLR 1 or 2 will be for clearly defined and sustained additional responsibility in the context of the school's staffing structure for ensuring the continued delivery of high-quality teaching and learning.

*As per STPCD Part 6 Paragraph 41 “the salary and any allowances except for TLR3’s of a Part-Time teacher must be determined in accordance with the Pro-Rata Principle”. It is therefore recommended that an award is made based on a full time equivalent (FTE) and then pro rata’d based on the amount of hours (proportion of FTE) required for the job role that attracts the allowance.*

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 criteria and factors set out in the .

The Local Governing Bodies may award a TLR3 of between £571 to £2,833 for clearly time-limited school improvement projects, or one-off externally driven responsibilities as set out in, and taking into account the criteria set out in the . The Local Governing Bodies will set out in writing to the teacher the duration of the fixed term, and the amount of the award, which will be paid in monthly instalments. No safeguarding will apply in relation to an award of a TLR3. In accordance with the , the Local Governing Bodies will not award consecutive TLR3 payments for the same responsibility.

[Proposed changes to the School Teachers Pay and Conditions Document for 2021/22](#) clarify that main pay range teachers and upper pay range teachers can be awarded a fixed-term TLR3 to deliver school-led tutoring. As with TLR payments, per STPCD Part 6 Para 41 “the salary and any allowance payable allowances except for SEN (on any TLR3’s of the options below) to a part-time a Part-Time teacher should be determined in accordance with the pro rata principle. Pro-Rata Principal”.

## **27. SPECIAL NEEDS ALLOWANCE**

The Local Governing Body will award an SEN spot value allowance (FTE) on a range of between £2,270 and £4,479 to any classroom teacher who meets the criteria as set out in the Document, where responsibilities are not separately recognised through payment on the leadership pay spine or through a TLR or other allowance.

When deciding on the amount of the allowance to be paid, the governing body will take into account the structure of the school's SEN provision, whether any mandatory qualifications are required for the post, the qualifications or expertise of the teacher relevant to the post; and the relative demands of the post and Pro-Rata accordingly.

The governing body will keep SEN allowances and associated responsibilities under regular review and ensure that any additional responsibilities are clearly specified in individual teacher's

job descriptions and are clear in the school's published staffing structure. Whilst the governing body may review SEN allowances at any time, normally, any review will follow recommendations arising from the annual performance review meeting.

For clarity as per STPCD Part 6 Para 41 "the salary and any allowances except for TLR3's of a Part-Time teacher must be determined in accordance with the Pro-Rata Principal".

## **28. ADDITIONAL PAYMENTS**

The Local Governing Bodies may make payments as they see fit to a teacher in respect of:

- Activities relating to the provision of initial teacher training as part of the ordinary conduct of the school;
- Participation in out-of-school hours learning activity agreed between the teacher and the Headteacher.
- Participation in out-of-school hours CPD agreed between the teacher and the Headteacher:
- Additional responsibilities and activities due to, or in respect of, the provisions of services by the Headteacher relating to the raising of educational standards to one or more additional schools.

In accordance with the STPCD, no such payments will be made to the CEO or Headteachers.

The Local Governing Bodies will make additional payments to teachers in accordance with the STPCD where advised by the headteacher. Payment will be as the governing body see fit.

## **29. RECRUITMENT AND RETENTION INCENTIVE BENEFITS**

The Board of Trustees/Local Governing Bodies can award lump sum payments, periodic payments, or provide other financial assistance, support or benefits for a recruitment or retention incentive for teaching staff.

The Local Governing Bodies will consider exercising its powers under the STPCD where they consider it is appropriate to do so in order to recruit or retain relevant staff. It will make clear at the outset, in writing, the expected duration of any such incentive or benefit, and the review date after which they may be withdrawn.

The Board of Trustees/Local Governing Body will, nevertheless, conduct an annual formal review of all such awards.

In the case of the CEO, Headteacher, Deputy Headteachers and Assistant Headteachers, such payments will be limited to reasonably incurred housing/relocation costs where pay has been set under the STPCD (and has already been taken account of when determining base pay).

## **30. HONORARIA**

The Local Governing Bodies 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.

**31. APPLICATION OF NATIONAL PAY FRAMEWORK UPLIFT TO SALARIES AND ALLOWANCES (in respect of Main Pay Scale) SEPTEMBER 2021**

In line with our recommendations moving forward from September 2021, the application of the national pay framework, cost of living uplift and incremental awards (pay progression) is as follows from September 2021.

We recommend schools apply any national cost of living uplift to all teaching staff regardless of performance.

Any incremental award (pay progression) is subject to good performance.

**32. ADDITIONAL OR SECOND JOB**

Any employee having a second or additional job has a duty to inform their employer of this and the employee needs to be aware this may result in tax and/or pension implications.

## APPENDIX 1

### RECOMMENDED PAY RANGES FOR SCHOOL LEADERS, 2021-22

	<b>England and Wales (excluding the London Area)</b>
<b>Leadership Minimum*</b>	£42,195
<b>Headteacher Group</b>	
<b>1</b>	£47,735 – £63,508
<b>2</b>	£50,151– £68,347
<b>3</b>	£54,091– £73,559
<b>4</b>	£58,135– £79,167
<b>5</b>	£64,143– £87,313
<b>6</b>	£69,031– £96,310
<b>7</b>	£74,295 – £106,176
<b>8</b>	£81,942– £117,197

\* Minimum for Deputy and Assistant Headteachers only



## **APPENDIX 2 – APPLICATION TO BE PAID ON THE UPPER PAY RANGE**

Having read paragraph 22 of this policy, please complete this form and return it to the Headteacher no later than 31 October, including written evidence to support your application.

Examples of evidence that you may wish to include are:

- Most recent appraisal report(s)
- Classroom observations
- Reviews of assessment results
- Reviews of lesson planning records
- Reviews of children's work
- Internal tracking of pupil progress
- Moderation within and across schools
- Pupils' voice
- Parents' voice
- Subject leadership and evidence of impact
- Evidence supporting progress against Teachers' Standards including self-assessment
- Evidence matched to the criteria set out in Appendix 2b of this policy
- Records of CPD and evidence of impact.

Continued overleaf...

1. Progression to the Upper Pay Range (UPR) requires evidence that the applicant is a "highly competent" in all elements of the relevant standards.

Please outline below how you meet this criteria, with reference to the Teachers' Standards (<https://www.gov.uk/government/publications/teachers-standards> ), the Expectations for UPR Teachers (Appendix 2b) and the particular role that you are fulfilling/the context within which you are working:

Continued overleaf...

2. Progression to the UPR requires evidence that the applicant's achievements and contribution to the school are "substantial".

Please outline below how your contribution has raised standards of teaching and learning, not just in your own classroom but as a significant wider contribution to school improvement – this should show a clear impact on pupil progress across the school and on the effectiveness of colleagues.

Continued overleaf...

3. Progression to the UPR requires evidence that the applicant's achievements and contribution to the school have been "sustained".

Please outline below how your teaching expertise has grown over a sustained period of time and is consistently good/developing outstanding professional practice:

Please attach any other written evidence that you have collated to support your application.  
Thank you.

Name:

Signed:

Date:

## APPENDIX 2b – EXPECTATIONS FOR UPPER PAY RANGE TEACHERS

All teachers on Upper Pay Range (UPR) will be:

- Highly competent in all elements of the Teachers' Standards and
- Their achievements and contribution to the school will be **substantial and sustained**.

This following table provides an overview of what post threshold teachers should aspire to at each pay level and to achieve the next level.

	UPR 1	UPR 2	UPR 3
	Accepted professional	Established professional	Senior and leading professional
1	Performance Management objectives met each year.		<b>Challenging</b> Performance Management objectives met each year.
2	Consistently good teaching and <b>developing</b> outstanding professional practice.	Over a <b>sustained period</b> consistently good teaching and <b>increasingly</b> outstanding professional practice.	Over a sustained period consistently good teaching and <b>regularly</b> outstanding professional practice.
3	<b>Many</b> pupils will make good progress.	<b>Some</b> pupils will <b>exceed</b> good progress.	Over a sustained period, <b>most</b> pupils will <b>exceed</b> good progress.
4	Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice and providing advice and <b>feedback, especially with those new to the profession.</b>	Contribute to the professional development of colleagues across the school through coaching and mentoring, demonstrating effective practice and providing advice and feedback <b>enabling teachers to improve their teaching practice.</b>	Contribute to the professional development of colleagues across the school through coaching and mentoring, demonstrating effective practice, and providing advice and feedback; <b>moving other teachers to Good or Outstanding teaching.</b>
5	Demonstrate and model good practice within own classes for other members of staff.	Will demonstrate and model good practice for other members of staff and <b>contribute</b> to policy and practice which has improved teaching and learning across the school.	Will coach and mentor staff to excellence and/or <b>lead</b> on the development of policy and practice which will improve teaching and learning across the school.
6	Evaluate and develop the planning and delivery of the curriculum by <b>contributing</b> to schemes of work and developing resources.	Evaluate and develop the planning and delivery of the curriculum across the school; taking the <b>lead</b> on schemes of work and curriculum development.	
7	Will take an enthusiastic and proactive role in the school.		Will take an enthusiastic and <b>proactive</b> role within the school and with <b>wider stakeholders.</b>
8	Will regularly <b>support</b> activities.	Will <b>lead</b> activities.	Will <b>create, develop</b> and <b>lead</b> activities.

## **APPENDIX 3 – PAY APPEALS PROCEDURE**

### **Introduction**

The employee will be informed at their annual appraisal meeting or in the case of UPR application, after assessment of the rating of their performance and the pay recommendation. As highlighted earlier it is a requirement that for a UPR application to be successful a minimum of two successful performance review periods immediately prior to the UPR application must have been achieved.

If your application for UPR is unsuccessful you have the right to appeal the decision. The appeal process is as follows;

1. You must submit an appeal in writing to the Chair of the Governing body within 10 school working days of the written decision of the unsuccessful application.
2. You must clearly state the reason(s) for appeal.
3. Your appeal will be heard within 20 school working days after the date on which the written appeal was received.
4. The appeal panel will consist of three governors who have not previously been involved in the pay determination process and are not employees of the school. The recommendation provider and the decision maker will be required to attend the meeting.
5. The chair of the appeal committee will invite the employee to set out their case. Both the recommendation provider and decision maker will be asked to provide the rationale behind the original decision and the procedures observed in reaching their decision.
6. Following the appeal panel meeting you will be informed in writing of the outcome of the appeal.
7. The decision of the appeal committee is final.

Employees have a statutory right to be accompanied at a Formal Pay Appeal hearing by a companion who may be either a work colleague or a trade union representative.

There will be no entitlement to invoke the appeal procedure in relation to a pay decision if the teacher has left the employment of the school.

## APPENDIX 4 – SCHEME OF DELEGATION

#	Task Key: Approve (A), Recommend (R) Propose (P), Develop (D), Monitor & Report (M), Consulted (C), Implement (I)	Notes	Trustees	F&A Cttee	HR Cttee	CEO	LGB	Ldship Grp	Headteacher
<b>3.</b>	<b>Staff Policies and Pay</b>								
3.1.	HR, Employment & Staff related policies	MAT Policies: See policy matrix	A		R	P	M	C	
3.2.	Employee Terms & Condition changes		A		R	P		C	
3.3.	Employee T&Cs for new schools		A		R	P		C	
3.4.	Teachers Annual Pay Award	MAT Policy	A	R		P		C	
3.5.	Support Staff Annual Pay Award	MAT Policy	A	R		P		C	
3.6.	CEO Performance Review & Pay	MAT sub-group	A		R				
3.7.	Headteacher Performance Review & Pay	MAT/LGB sub-group	A			C	R		
3.8.	Individual Performance Pay Awards	As per MAT policy					A	C	R
<b>4.</b>	<b>Staff Management</b>								
4.1.	CEO appointment		A						
4.2.	MAT staff structure & complement		A			R		P	
4.3.	MAT staff appointments		A			R		C	
4.4.	School staff structure & complement	Within School 1 Year Plan				R	A	R	P
4.5.	Headteacher appointment	MAT/LGB panel	A			R	R	C	
4.6.	Senior leadership appointments					C	AC	C	P
4.7.	Teaching and support staff appointments								A
4.8.	Decision to intervene in school staff management		A			R			
4.9.	Suspension of CEO		A						
4.10.	Return of CEO after suspension		A						
4.11.	Dismissal of CEO		A		C				
4.12.	Suspension of Headteacher	As per policy	A				A		
4.13.	Return of Headteacher after suspension	As per policy	A				C		
4.14.	Dismissal of Headteacher		A		C		C		
4.15.	Suspension of teaching and support staff								A
4.16.	Return of teaching and support staff after suspension						C		A
4.17.	Redundancy of school staff		A	C	C		R	C	P
4.18.	Restructuring of school staff						A	C	P

## Teacher pay rates, all effective 01/09/21

Unqualified Teacher Pay Scale 2021-22	
<b>Pay reference points</b>	2021-22 rates i.e. £250.00 cost of living increase to salaries below £24,000.00
<b>Minimum</b>	<b>£18,419</b>
Reference point 2	£20,532
Reference point 3	£22,644
Reference point 4	£24,507
Reference point 5	£26,622
<b>Maximum</b>	<b>£28,735</b>

	<b>2021-22 rates</b>
<b>Main pay range</b>	
<b>Minimum</b> (statutory minimum)	<b>£25,714</b>
Ref point 2	£27,600
Ref point 3	£29,664
Ref point 4	£31,778
Ref point 5	£34,100
<b>Max point 6</b>	<b>£36,961</b>



	2021-22 rates	
<b>Upper Pay Range</b>		
Minimum	<b>£38,690</b>	
Reference point 2	£40,124	
Maximum	<b>£41,604</b>	
	2021-22 rates	
<b>Leading Practitioner Pay Range</b>		
Minimum	<b>£42,402</b>	
Maximum	<b>£64,461</b>	
	2021-22 rates	
<b>Teaching and Learning Responsibility (TLR) 3</b>		
Minimum	<b>£571</b>	
Maximum	<b>£2,833</b>	
	2021-22 rates	
<b>Teaching and Learning Responsibility (TLR) 2</b>		
Minimum	<b>£2,873</b>	
Maximum	<b>£7,017</b>	
	2021-22 rates	
<b>Teaching and Learning Responsibility (TLR) 1</b>		
Minimum	<b>£8,291</b>	
Maximum	<b>£14,030</b>	
	2021-22 rates	
<b>Special Educational Needs Allowance (SEN)</b>		
Minimum	<b>£2,270</b>	
Maximum	<b>£4,479</b>	



Reference point 24	£74,295
Reference point 25	£76,141
Reference point 26	£78,025
Reference point 27	£79,958
Reference point 28	£81,942
Reference point 29	£83,971
Reference point 30	£86,061
Reference point 31	£88,187
Reference point 32	£90,378
Reference point 33	£92,624
Reference point 34	£94,914
Reference point 35	£97,273
Reference point 36	£99,681
Reference point 37	£102,159
Reference point 38	£104,687
Reference point 39	£107,238
Reference point 40	£109,914
Reference point 41	£112,660
Reference point 42	£115,483
<b>Maximum</b>	<b>*£117,197</b>

<b>Ma x</b>	*£73,559							<b>Min</b>	£74,295		
		£74,295		£74,295		£74,295			£74,295		
		£76,141		£76,141		£76,141			£76,141		
		£78,025		£78,025		£78,025			£78,025		
		*£79,167	<b>Ma x</b>	£79,960		£79,960			£79,960		
				£81,942		£81,942			£81,942	<b>Min</b>	81,942
				£83,971		£83,971			£83,971		83,971
				£86,061		£86,061			£86,061		86,061
			<b>Ma x</b>	*£87,313		£88,187		<b>Group 7</b>	£88,187		88,187
						£90,378			£90,378		90,378
						£92,624			£92,624		92,624
						£94,914			£94,914		94,914
						*£96,310	<b>Ma x</b>		£97,273		97,273
						£99,681			£99,681	<b>Group 8</b>	99,681
						£102,159			£102,159		102,159
						£104,687			£104,687		104,687
						*£106,176	<b>Ma x</b>		£107,238		107,238
									£109,914		109,914
									£112,660		112,660
									£115,483		115,483
									*£117,197	<b>Ma x</b>	*117,197

**Single Status Salaries 2020-21 (Full Time Equivalents)**

SCP 20/21	Apr-20	Grade s		Hourly Rate	Not Paying Pensions		Paying Pension Contributions		
				Apr-20	NI Costs	Total Salary Costs	Pension	Total On Cost	Total Salary Costs
1	17,842	Grade 1	Grade 2	9.25	1,249	19,091	4,460	5,710	23,551
2	18,198			9.43	1,299	19,497	4,550	5,848	24,046
3	18,562	Grade 3		9.62	1,349	19,911	4,640	5,989	24,551
4	18,933			9.81	1,400	20,333	4,733	6,133	25,066
5	19,312			10.01	1,452	20,764	4,828	6,280	25,592
6	19,698			10.21	1,506	21,204	4,925	6,430	26,128
7	20,092			10.42	1,560	21,652	5,023	6,583	26,675
8	20,493			10.62	1,615	22,109	5,123	6,739	27,232
9	20,903	Grade 4		10.84	1,672	22,575	5,226	6,898	27,801
10	21,748			11.27	1,788	23,537	5,437	7,226	28,974
11	22,183			11.50	1,848	24,031	5,546	7,394	29,577
12	23,080			11.96	1,972	25,052	5,770	7,742	30,822
13	23,541			12.20	2,036	25,577	5,885	7,921	31,462

14	24,491	Grade 5		12.70	2,167	26,659	6,123	8,290	32,781
15	25,481			13.21	2,304	27,785	6,370	8,674	34,155
16	25,991			13.47	2,374	28,365	6,498	8,872	34,862
17	27,041			14.02	2,519	29,560	6,760	9,279	36,320
18	27,741			14.38	2,616	30,357	6,935	9,551	37,292
19	28,672			14.86	2,744	31,416	7,168	9,912	38,585
20	29,577			15.33	2,869	32,445	7,394	10,263	39,840
21	30,451			15.79	2,989	33,440	7,613	10,602	41,053
22	31,346			16.25	3,113	34,459	7,836	10,949	42,295
23	32,234			16.71	3,236	35,469	8,058	11,294	43,528
24	32,910	Grade 6		17.06	3,329	36,239	8,227	11,556	44,466
25	33,782			17.51	3,449	37,231	8,446	11,895	45,677
26	34,471			17.87	3,544	38,016	8,618	12,162	46,634
27	35,536			18.42	3,691	39,227	8,884	12,575	48,112
28	36,587			18.97	3,836	40,424	9,147	12,983	49,571
29	37,648			19.52	3,983	41,631	9,412	13,395	51,043

<b>30</b>	38,704	<b>Grade 7</b>		20.06	4,128	42,833	9,676	13,805	52,509
<b>31</b>	39,759			20.61	4,274	44,033	9,940	14,214	53,973
<b>32</b>	40,815			21.16	4,420	45,235	10,204	14,624	55,439
<b>33</b>	41,863			21.70	4,564	46,428	10,466	15,030	56,894
<b>34</b>	42,922			22.25	4,710	47,632	10,730	15,441	58,363
<b>35</b>	43,977			22.80	4,856	48,833	10,994	15,850	59,828
<b>36</b>	45,026			23.34	5,001	50,027	11,257	16,257	61,284
<b>37</b>	46,172			23.94	5,159	51,331	11,543	16,702	62,874
<b>38</b>	47,316			24.53	5,317	52,633	11,829	17,146	64,462
<b>39</b>	48,464			25.12	5,475	53,939	12,116	17,591	66,055
<b>40</b>	49,602	<b>Grade 8</b>		25.71	5,632	55,234	12,401	18,033	67,635
<b>41</b>	50,743			26.31	5,790	56,533	12,686	18,476	69,219
<b>42</b>	51,893			26.90	5,949	57,842	12,973	18,922	70,815
<b>43</b>	53,036			27.49	6,106	59,142	13,259	19,365	72,401
<b>44</b>	54,177			28.09	6,264	60,441	13,544	19,808	73,985
<b>45</b>	55,318			28.68	6,421	61,739	13,830	20,251	75,569

<b>46</b>	56,451			29.26	6,578	63,029	14,113	20,690	77,141
<b>47</b>	57,600			29.86	6,736	64,336	14,400	21,136	78,736
<b>48</b>	58,746			30.45	6,894	65,641	14,687	21,581	80,327
<b>49</b>	59,887			31.05	7,052	66,938	14,972	22,023	81,910
<b>50</b>	61,033			31.64	7,210	68,243	15,258	22,468	83,501
<b>51</b>	62,178			32.23	7,368	69,545	15,544	22,912	85,090