

The Bishop Wheeler Catholic Academy Trust



Policy

Pay

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To be reviewed:

2017–18





Our Mission

The school communities of The Bishop Wheeler Catholic Academy Trust will work together in truth and love to provide the best possible opportunities for all our young people and their families.

Our mission is the provision, development and future safeguarding of a World Class Catholic Education where every child, member of staff and family matters

The schools, their governors and the trust directors will work together, based on the principle of subsidiarity, in faithfulness and humility, to provide an education where Christ and His values of respect, service, tolerance, dignity and forgiveness are at the heart of everything we do.

This policy was adopted by the Trust Board

Signature:

Mrs C Hyde
Chair of Trust Board

Date:

6/12/16

INTRODUCTION

The Bishop Wheeler Catholic Academy Trust is made up of the following schools:

St. Mary's Menston, a Catholic Voluntary Academy
St. Joseph's Catholic Primary School Otley, a Voluntary Academy
Saints Peter and Paul Catholic Primary School, a Voluntary Academy
Sacred Heart Catholic Primary School Ilkley, a Voluntary Academy
St Mary's Horsforth Catholic Voluntary Academy
St. Joseph's Catholic Primary School Pudsey, a Voluntary Academy
St. Mary's Catholic Primary School, Knaresborough, a Voluntary Academy
St. Joseph's Catholic Primary School, Harrogate, a Voluntary Academy
Holy Name Catholic Voluntary Academy
St. Stephen's Catholic Primary School and Nursery, a Voluntary Academy

The Trust is governed by the Trust Board with each school having an Academy Council in accordance with its Articles of Association and Scheme of Delegation. A key role of the Trust Board is to ensure all staff are valued and receive proper recognition for their work and contribution to school life.

The Trust Board wishes to adopt a Pay Policy that provides a clear framework to exercise its powers in relation to the pay of individual members of staff in all its schools. This will take into account the specific needs of each individual school and the requirements of the School Teachers Pay and Conditions Document 2016, and related statutory guidance; including The Employment Relations Act 1999, The Employment Act 2002, the Part-Time Workers (Prevention of Less Favourable Treatment) Regulations 2000, The Employment Act 2002 (Dispute Resolution) Regulations, The Fixed Term Employees (Prevention of Less Favourable Treatment) Regulations 2002 and The Equality Act 2010.

The Trust will ensure staff and unions are consulted on changes to the pay policy and review it annually, or when other changes occur to the School Teachers' Pay and Conditions Document, to ensure that it reflects the latest legal position. The pay policy will comply with the current School Teachers' Pay and Conditions Document (STPCD) and the accompanying statutory guidance. It will be used in conjunction with them, but, in the event of any inadvertent contradictions, the STPCD and guidance takes precedence.

The policy should assist the Trust Board and Academy Councils in the recruitment, appointment and retention of a well-motivated, high quality staff.

In determining teacher pay levels in accordance with the statutory pay and conditions of service under the terms of the STPCD, the Trust Board will also ensure these are set in accordance with the individual school's staffing structures.

This model pay policy only covers school teachers, whose statutory pay and conditions of service fall under the terms of the STPCD. It does not cover support staff, who have their own pay determination mechanism.

BASIC PRINCIPLES ON SCHOOL TEACHERS' PAY

All teachers employed at the Bishop Wheeler Catholic Academy Trust are paid in accordance with the statutory provisions of the School Teachers' Pay and Conditions Document (STPCD) as updated from time to time.

A copy can be found in the school office and is also on-line at:

<https://www.gov.uk/government/publications/school-teachers-pay-and-conditions-2016>

All pay-related decisions are made taking full account of the individual school's development plan. The mechanism for making these decisions is, unless otherwise stated, through each Academy Council's relevant delegated committee.

1. POLICY ON SCHOOL TEACHERS' PAY

1.1 Pay Reviews

Each Academy Council will ensure that every teacher's salary is reviewed with effect from **1 September and no later than 31 October** (except in the case of the Headteacher, where it should be no later than 31 December) each year and give them a written statement setting out their salary and any other financial benefits
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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. A written statement will be given after any review and where applicable will give information about the basis on which it was made. A revised pay statement will also be given where there are any other changes in pay arrangements in the year.

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.

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).

1.2 Pay Decisions

The relevant delegated committee of each Academy Council has fully delegated powers to determine the pay of all staff working in the school, with the exception of Leadership.

The Committee will ensure that all pay decisions are communicated to each member of staff in writing.

Decisions on the pay of Headteachers will be communicated by the chair of the Academy Council in writing in accordance with the relevant section of the School Teachers' Pay and Conditions Document.

Decisions on the pay of Executive Headteachers will be communicated will be communication by the Chair of the Trust Board in writing in accordance with the relevant section of the School Teachers' Pay and Conditions Document.

1.3 Equalities and Performance Related Pay

The Trust 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. The exact adjustments will be made on a case by case basis, depending on the individual teacher and the individual school's circumstances.

1.4 Pay 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:

- a) incorrectly applied the Trust's pay policy
- b) incorrectly applied any provision of the STPCD;
- c) failed to have proper regard for statutory guidance;
- d) failed to take proper account of relevant evidence;
- e) took account of irrelevant or inaccurate evidence;
- f) was biased; or
- g) otherwise unlawfully discriminated against the teacher.

This list is not exhaustive.

The order of proceedings is as follows:

Informal Stage

1. The teacher receives written confirmation of the pay determination and where applicable the basis on which the decision was made.
2. If the teacher is not satisfied, he/she should seek to resolve this by discussing the matter informally with the Headteacher before the recommendation is actioned and a pay decision made.
3. Following formal pay determination if the teacher continues to be dissatisfied, he/she may follow a formal appeal process.
4. If the Headteacher or Executive Headteacher wishes to query a pay decision, this would be through the chair of the Trust and would be considered by the Trust Pay Committee.

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5. **Formal Stage**

The teacher should set down in writing the grounds for questioning the pay decision and send it to the Headteacher who made the determination, within **ten working days** of the notification of the decision being appealed against or of the outcome of the discussion referred to above.

6. The Headteacher should provide a formal meeting, 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 formal meeting the employee should be informed in writing of the decision and the right to appeal.

7. **Appeal Stage**

Any appeal should be heard by a panel of three Academy Council governors who were not involved in the original determination, normally 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 meeting and the appeal meeting. Each step and action of this process must be taken without unreasonable delay. The timing and location of the formal meetings must be reasonable. Appeals should be formally clerked and a note of proceedings should be produced.

1.5 **Pay progression**

The Academy Council Resources Committee (or equivalent) determine the annual pay budget in liaison with the Trust Finance Director and each individual school's Headteacher. Based on paragraph 19 (STPCD 2016).

2. **LEADERSHIP PAY**

The Trust Board is responsible for the appointment of Headteachers and Deputy Headteachers. Leadership pay and ISR ranges in the individual Academies is established by the Trust, through the Trust's Pay Committee.

2.1 **Single primary school Headteacher**

At present all our primary schools fall within 'Group 2'. This is a measure of school size based on the number of children on roll - up to 314 pupils.

The 2016/17 pay range for a Group 2 Headteacher is £46,335 - £63,779, which equates to L8-L21.

All primary Head teachers of a single school within our Trust fulfil a comparable role, therefore the ISR range should be the same for:

St Joseph's, Pudsey
St Joseph's, Otley
SS Peter and Paul
Sacred Heart, Ilkley
St Stephen's, Skipton

The ISR range is a 7-point range within the school group. Due to the need to retain and recruit good quality Catholic leaders, the current recruitment 'market' and the additional responsibilities of being leaders within a multi academy trust, the Trust sets our 7-point scale at L15-L21. (£55,049 - £63,779).

Changes to teachers pay and conditions now allow, "*where circumstances specific to the role or candidate warrant a higher than normal payment*" i.e. in recognition of additional responsibilities and recruitment and retention, up to, but no more than a 25% uplift above the top point of the ISR (STPC 9.3). This allows the ISR to be extended in 'points' up to a maximum equivalent of 25% - the equivalent of L30

Progression is achieved as a result of the performance management process. The point at which any individual is placed on this scale will depend on their individual level of experience

2.2 Executive Headteacher

BWCAT define EHT as having HT responsibility for 2 or more schools. We recognise that overall leadership of 2 separate schools is a more challenging role than the same number of pupils within one school.

STPCD (section 6.6) states that the Headteacher group should be determined by combining the numbers on roll for both schools. The EHTs in our Trust at present fall into Group 3 (7 points falling within L11-L24 i.e. £49,976 - £68,643). Taking into account the additional challenge of leading 2 schools, the ISR is set at L18-L24 (£59,264 - £68,643).

This range may be extended, (in equivalent leadership points) by up to 25% via the performance management process.

The Headteacher taking on a challenging Executive Headship will receive a temporary uplift of between 10 and 25% of their current point on the leadership scale (for their substantive post as Headteacher). The appropriate amount should be proposed by the Interim Executive Board (or relevant body) and Diocesan Education Officer and approved by the Trust Board through the Trust Pay Committee. This should be reviewed at least termly by the IEB (or equivalent) and at least annually, by the Trust Board, to be adjusted as appropriate and assess the likely timescale for on-going support. The Executive Headship should continue until a substantive leadership team is in place and the Trust Board feels support is no longer required. Any Deputy Headteacher in the supporting school who is acting up in the absence of the supporting Headteacher, should be paid pro-rata at the first point of the existing Leadership pay range for that school. Similar arrangements should be agreed for any other member of the senior leadership who the Headteacher deems to be providing backfill.

2.3 High School Head Teacher

St Mary's Menston is a group 7 school; this gives a possible range between L24-L39 (£68,643 - £99,081). The ISR is currently set as L33-L39 (£85,579 - £99,081). This is based on Diocesan advice and comparative posts. In line with the policy for our primary schools, a possible 25% addition may be added, to recognise additional roles undertaken. Progression is achieved as a result of the performance management process.

2.4 Head of School

Heads of School may be appointed in schools where an EHT is in post. This role will carry responsibility for the day to day running of the school. As this is not a Headteacher role carrying full responsibility for the school, the ISR is set below that for a Headteacher for a group 2 school, but at a higher rate than a Deputy Headteacher. A Head of School within the BWCAT will be paid on the range L10-L14 (£48,711 - £53,712).

Progression is achieved as a result of the performance management process.

2.5 Headteacher Performance Management

As the BWCAT is the employer of all leadership posts across the Trust there is a need to ensure an equitable approach to performance management and pay progression. The role of any directors within this process will be to ensure a fair and consistent approach, including recognition of and opportunities for roles across the Trust.

All BWCAT Headteacher's performance management will be conducted in accordance with the relevant policy. A panel of Foundation Governors/Directors (usually three) should include at least one Foundation Director, the other two will normally be from the local Academy Council. The final decision regarding the membership of the panel rests with the Trust Directors.

2.6 Other leadership ISR ranges

Any changes to ISR ranges for Deputy and Assistant Headteachers must be proposed to the Trust's Pay Committee and approved by the Trust Board.

Currently the 5 point ranges for Deputies and Assistant Heads for the high school are as follows:

Assistant Heads (L15-19)
£55,049 - £60,733

Deputy Heads (L21-L25)
£63,779 - £70,349

Currently the 5 point ranges for Deputy and Assistant Headteachers at the primary schools are as follows:

Assistant Heads (L5 - 9)
£43,023 - £47,492

Deputy Heads (L7 – L11)
£45,290 - £49,976

There should be no other changes to leadership pay 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 (summary document).

Group sizes are decided in accordance with paragraphs 5, 6, 7, 8 (STPCD). This indicates group size 7 for the high school and group size 2 for the primary schools.

The Trust has set 7 point Pay Ranges for Headteachers at both the secondary school and the primary schools within the Trust in line with benchmarking recommendations. The Trust Pay Committee will use reference points as set out in Appendix 5 “Leadership Discretionary Reference Points”

Annual pay progression within the range for posts above is not automatic. The Executive Headteacher / Headteacher / Head of School / Deputy Headteacher / Assistant Headteacher must demonstrate sustained high quality of performance, with particular regard to leadership, management and pupil progress at the school and will be subject to a review of performance against performance objectives before any performance points will be awarded.

The Academy Council will consider whether to award one or two pay progress points. The circumstances in which two points may be awarded are as follows:

Exceptional performance
Exceptional OFSTED report relating to Executive Headteacher / Headteacher / Head of School / Deputy Headteacher / Assistant Headteacher leadership.

2.7 Pay on Appointment from 1 September 2016

This applies to those who are appointed to a Deputy and Assistant Headteacher post on or after 1 September 2016.

This pay range for the Deputy or Assistant Headteacher should not overlap the Headteacher’s pay range except in exceptional circumstances (9.4 STPCD).

2.8 Pay Range for Leading Practitioner Posts

Leading Practitioner as detailed within paragraph 16 (STPCD 2016). Leading Practitioner role to include:

An exemplar of teaching skills
Lead the improvement of teaching skills in the school and the wider community which impact significantly on pupil progress
Improve the effectiveness of staff and colleagues, particularly in relation to specific areas such as agreed with the Headteacher and job description
Carry out the professional responsibilities of a teacher other than a Headteacher, including those responsibilities delegated by the Headteacher
Leadership role in developing, implementing and evaluating policies and practice in their workplace that contribute to school improvement. This might include:

- (a) Coaching, mentoring and induction of teachers, including trainees and newly qualified teachers;
- (b) Disseminating materials and advising on practice, research and continuing professional development observation;
- (c) Assessment and impact evaluation, including through demonstration lessons and classroom observation;
- (d) Helping teachers who are experiencing difficulties.

They may also be required to take this role in other schools, or in relation to teachers from other schools.

The pay range for the Leading Practitioner role has been determined as having a minimum value of £38,984 and a maximum value of £59,264. This takes into account that different teachers in the same schools may be

placed on different individual ranges, in line with paragraph 16 of the documents. Exact increments will be decided on the role.

Please note there is no external assessment of skill or competence required.

The Academy Council 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 pay.

Leading Practitioners must demonstrate sustained high quality performance in the light of their agreed performance criteria and will be subject to a review of performance before any performance points will be awarded. Any work undertaken at other schools, in higher education facilities, at facilities within the LA and elsewhere will be taken into account.

Pay progression for Leading Practitioner posts are not automatic. The appropriate delegated committee will consider whether to award one or two pay progression points following their annual performance review but backdated to 1 September of that year.

3. PAY ON APPOINTMENT FOR CLASSROOM TEACHERS

Main scale pay range has minimum value **£22,467** and a maximum value **£33,160**

Pay on appointment will have due 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
- Relevant experience from overseas

The Academy Council may consider use of recruitment and retention payments to secure the candidate of choice.

Please note there is no longer automatic portability from school to school with regards to pay point. However, The Academy Council will honour portability from school to school with regard to pay point; which means the school will not restrict the pay available for appointees to vacant classroom teacher posts other than the lower limit of the MPR and the upper limit of the UPR.

3.1 Existing main scale teachers 1st September 2016

The Trust will retain a pay structure with 6 points that mirrors the existing MPS range for the year 2016-17 and will review this as appropriate.

The pay committee will use reference points set out below:

MPS1	£22,247
MPS2	£24,243
MPS3	£26,192
MPS4	£28,207
MPS5	£30,430
MPS6	£33,160

Annual pay progression is based on successful performance management. The appropriate delegated committee will be advised by the Headteacher in making all such decisions and be able to justify them.

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 a pay point/enter capability procedure then this should be confirmed in writing.

Where exceptional performance has been evidenced the Headteacher may recommend to the appropriate delegated committee enhanced pay progression, up to a maximum of two reference points.

Please refer to the Trust Appraisal Policy. The Trust policy is based on the CES model.

Teachers in their induction year will be awarded pay progression following the successful completion of induction.

3.2 Threshold applications

From 1 September 2013 ANY qualified teacher can apply to be on Upper Pay scale.

The evidence needed to apply for threshold will be based on the appraisal process and consist of the following:

1. Evidence to support they are working at upper pay scale level i.e. highly competent
2. Evidence to show achievements and contribution are substantial and sustained (as per definitions Appendix 4)
3. Evidence to support wider school contribution
4. Evidence from the two most recent appraisals (usually 2 consecutive successful ones).

The process for applying to go through Threshold will pay reference to the above criteria and consist of the following:

The two most recent consecutive Performance Management appraisals and linked lesson observations
A summary of how they meet bullet points 1, 2, and 3 above by completing the relevant application form which evidences against the teachers standards.

Application is voluntary and a qualified teacher may apply once in any school year by 31 October.

3.3 Existing Upper pay scale teachers 1 September 2016

Upper scale pay range has minimum value **£35,571** and a maximum value **£38,250**.

The pay committee will use the reference points set out below:

UPS1	£35,571
UPS2	£36,889
UPS3	£37,250

Pay progression will be based on successful performance management. The appropriate delegated committee will be advised by the Headteacher in making all such decisions and will be able to justify its decisions. Account will be taken of the provisions in paragraph 15 STPCD.

Teachers will need to demonstrate good progress towards performance management objectives and be shown to be highly competent in all elements of Teachers' Standards.

The evidence will need to demonstrate that their achievements and contribution to the school 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 school 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 school, which impacts on pupil progress and the effectiveness of staff and colleagues.

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

Where exceptional performance has been evidenced and the teacher has met or exceeded their objectives the appropriate delegated committee may consider enhanced pay progression, up to a maximum of two reference points.

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
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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 a pay point/enter capability procedure then this should be confirmed in writing.

3.4 Part-Time Teachers

Teachers employed on an ongoing basis at a school but who work less than a full working week are deemed to be part-time. The appropriate delegated will give them a written statement detailing their working time obligations and the standard mechanism used to determine their pay, subject to the provisions of the statutory pay arrangements and by comparison with the schools timetabled teaching week for a full time teaching in an equivalent post.

The salary and allowances, if any, of any person appointed as a part-time teacher must be determined in accordance with the pro-rata principle.

Part-time teachers' entitlement to PPA time will be a minimum of 10% of their timetabled teaching week.

Applications for flexible working for part-time positions may also be considered for a position of responsibility such as Head of Department or other position or responsibility according to the needs of the individual Academy.

Teachers requesting Part-Time/flexible working should put their request in writing to their Headteacher.

The teacher will be informed in writing of the decision, this letter will identify any changes to terms and conditions, including a start and end date if appropriate.

3.5 Short Notice / Supply Teachers

Teachers who work on a day-to-day or other short notice basis have their pay determined in line with the statutory pay arrangements in the same way as other teachers.

Teachers paid on a daily basis will have their salary paid at their own rate i.e. $1/195 \times$ annual salary, which includes an element of holiday pay.

Teachers who work less than a full day will be hourly paid at their own rate i.e. $1/1265 \times$ annual salary, which includes an element of holiday pay.

Teachers should be paid for all the hours they are required to be on the school premises. Consideration should be given to their entitlement to PPA time.

A short notice teacher who is employed by the same authority throughout a period of 12 months beginning in August or September must not be paid more in respect of that period than he/she would have received had he/she been in regular employment throughout the period.

3.6 Instructors (Unqualified teachers)

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

Minimum value **£16,461** and Maximum value **£26,034**

Pay on appointment will have due regard to:

Relevant Qualifications
Relevant Experience

Please note there is no longer automatic portability from school to school with regards to pay point. The Academy Council will honour portability from school to school with regard to pay point.

3.7 Existing unqualified teachers 1 September 2016

Unqualified Teachers pay range has minimum value **£16,461** and a maximum value **£26,034**.

The pay committee will use reference points set out below:

UQ1	£16,461
UQ2	£18,376
UQ3	£20,289
UQ4	£22,204
UQ5	£24,120
UQ6	£26,034

It is expected that a minimum of three performance targets are set linked to:

- a) Pupil Progress
- b) Contribution to whole school, faculty or department targets/development
- c) CPD related to relevant Teachers' Standards (Appendix 5)

The above award will be based on successful performance management. The appropriate delegated committee will be advised by the Headteacher in making all such decisions and will be able to justify its decisions. Teachers will need to demonstrate good progress towards performance management objectives and shown competence in all elements of Teachers' Standards with reference to the appraisal policy.

Where exceptional performance has been evidenced the appropriate delegated committee may consider enhanced pay progression, up to a maximum of two reference points.

Sources of evidence and criteria are listed in the schools' appraisal policy.

Additional Allowance to Unqualified teachers

The appropriate delegated committee will consider additional payments in line with paragraph 22 STPCD as outlined below:

Taken on sustained additional responsibility which is focused on teaching and learning and requires the exercise of a teacher's professional skills and judgment

or

Qualifications or experience which bring added value to the role being undertaken

3.8 Instructors Employed on Employment Based Routes into Teaching

Instructors employed on one of the employment based routes into teaching are deemed to be trainees on placements and will be paid at a level to be individually determined by the appropriate delegated committee taking into account the minimum salary set by the scheme.

3.9 Recognition of Qualified Teacher Status (QTS)

On obtaining QTS salary will be transferred from UQ to MPS range in line with paragraph 18 STPCD.

Qualified Teacher Learning and Skills (QTLS) status

From 1 April 2012, further education teachers who have been awarded QTLS by, and are members of, the Society for Education & Training (SET) will be recognised as qualified teachers in schools. This allows them to be appointed to permanent posts and they will be paid on the qualified teacher's pay scale (MPS). In order to continue to be recognised as a qualified school teacher, a QTLS holder must maintain their SET membership.

4. ALLOWANCES AND OTHER DISCRETIONARY PAYMENTS

4.1 Teaching and Learning Responsibility Payments (TLRs)

Teaching and Learning Responsibility (TLR) Values

Individual Academy Councils will set their own staffing structure (Appendix One) and will determine their own need for the awarding of TLRs.

The values of TLRs will be consistent across the Trust.

The values of the TLRs to be awarded are set out below:

TLR2s will be awarded to the following values:

- £2,638 to the holder of TLR 2a Posts
- £4,395 to the holder of TLR 2b Posts
- £6,154 to the holder of TLR 2c Posts

TLR1s will be awarded to the following values:

- £7,620 to the holder of TLR 1a Posts
- £9,378 to the holder of TLR 1b Posts

TLR3s will be awarded to the following value:

- £522 to the holder of TLR 3a Posts
- £1560 to the holder of TLR 3b Posts
- £2602 to the holder of TLR 3c Posts

4.2 Criterion and Factors for Award of Teaching and Learning Responsibility Payments

Criterion

A Teaching and Learning Responsibility payment (“TLR”) may be awarded to a classroom teacher in accordance with paragraph 20 STPCD and section 3 of the guidance.

TLR 1 or 2 will be for undertaking a sustained additional responsibility in the context of the school’s staffing structure for the purpose of ensuring the continued delivery of high-quality teaching and learning for which s/he is 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.

TLR3 may be awarded for school improvement projects or one off externally driven responsibilities for a discrete period of time. The Academy Council / Headteacher 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 school’s staffing structure and pay policy.

A TLR1 or 2 is a payment integral to a permanent post in the school’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. (Paragraph 42 STPCD)

Factors

Before awarding a TLR, the appropriate delegated committee must be satisfied that the teacher’s duties include a significant responsibility that is not required of all classroom teachers, and that it:

- 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 appropriate delegated committee 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.

Values

The values of TLRs must fall within the following ranges subject to pay awards:

- the annual value of a TLR1 is **£7,622 - £12,898**;
- the annual value of a TLR2 is **£2,640 - £6,450**.
- the annual value of a TLR3 is **£523 - £2,603** 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. Details of TLRs to be awarded at the school will depend on the outcome of the review of the staffing structure and the timing of introduction will be in line with the implementation plan.

A teacher may not hold a TLR 1 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.

The Trust schools will not have to honour the portability of TLR allowances to teachers joining its schools from outside.

Special Educational Needs Allowances

With effect from 1 September 2010 the Academy Council must award a SEN allowance of no less than £2,085 and no more than £4,116 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)

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.

Individual Academy Councils will have to determine how allowances for staff with SEN responsibilities are recognised. This must be included in the staffing structure (Appendix A).

4.3 Special Education Needs Allowances and Teaching and Learning Responsibility Payments Combined

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

- ensure that, in the light of remodeling and the move of administrative tasks from teachers to support staff, holder 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 payments *instead* of a discretionary SEN allowance of a lower value;

- SEN payments made by the relevant body should be used for the purposes of recruitment and retention. There are separate provisions available within the Document 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.

OTHER PAYMENTS

The appropriate delegated committee may make such payments as they see fit (discussed and agreed in advance) to teachers 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.

d) Provision of Services by Leadership

The relevant body has discretion to make payments to members of leadership 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. (Paragraphs 10.1 to 10.4 and 26 and paragraph 65 STPCD). Income received from consultancy work will be credited to individual schools' budgets. No additional payments will be made to the member of staff. EFA connected party rules are applied to consultancy work within the Trust. Reasonable overheads may be charged, however profits cannot be made. Agreed fee structures for Teaching School consultancy rates (SLE, LLE, NLE) are published on the Teaching School website.

e) Ex-gratia payments

Ex-gratia payments sit outside teacher's pay and conditions. Ex-gratia payments may only be awarded in 'wholly exceptional' circumstances' (e.g. payments to meet hardship caused by official failure or delay; payments to avoid legal action on the grounds of official inadequacy). Ex-gratia transactions must always be referred to the EFA for approval. Ref: EFA Finance Handbook for Academies, page 31.

f) Recruitment and Retention Payments

The appropriate delegated committee 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 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.

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.

g) Honoraria

The Academy Council will not pay any honoraria to any member of the teaching staff for carrying out their professional duties as a teacher.

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

PAY POLICY ANNEXES

- Appendix 1 School Staffing Structure**
- Appendix 2 Procedure for the Hearing of Appeals against Pay Determinations**
- Appendix 3 Sample Written Statement for Part-time Teachers**
- Appendix 4 Trust Expectations**
- Appendix 5 Leadership discretionary reference points**

Appendix 1

School Staffing Structure

Each school must attach a copy of its own staff structure.

Appendix 2

Procedure for the Hearing of an Appeal against a Pay Determination

The Chair is in control of the procedure. The sequence listed below enables both sides to present their evidence fairly and fully. It is:

1. The Chair shall introduce those present, explain the procedure to be used and ensure that it is agreed by the employee and/or his/her representative.
2. The management representative shall present his/her case and may call witnesses to clarify the evidence.
3. The management representative may raise questions to ask of the employee.
4. The employee and/or his/her representative shall present his/her case and may call witnesses to clarify the evidence.
5. The employee and/or his/her representative may raise questions for them to ask of the management representative.
6. Where new evidence is presented both parties are to be given the opportunity to comment.
7. The Chair (and through him/her the other Governors / Directors, if appropriate) may question either side and any witnesses called at any time.
8. The employee or his/her representative shall be given an opportunity to sum up his/her case.
9. The management representative shall be given an opportunity to sum up his/her case.
10. The Chair shall ask both parties to leave while the decision is made, only recalling the two parties to clear points of uncertainty on evidence already given.
11. The Chair shall recall the two sides and give the decision. He/she shall explain the reasons for the decision. Alternatively he/she may inform the employee that the decision will be made known to her/him within three working days. The Chair shall explain that the decision and reasons shall be confirmed in writing.

The order of the proceedings may be augmented at appropriate stages.

MODEL AGREEMENT FOR PART TIME TEACHER’S WORKING TIME

This model agreement is intended to record clearly the agreed terms of each part time teacher’s working time obligations, in terms of teaching and non-teaching activities, in order to ensure that any subsequent uncertainty or dispute is avoided and that every part time teacher’s pay reflects the full extent of their work.

Name

Days of Work

Monday am	.....	Monday pm	.....
Tuesday am	.....	Tuesday pm	.....
Wednesday am	.....	Wednesday pm	.....
Thursday am	.....	Thursday pm	.....
Friday am	.....	Friday pm	.....

Teaching Duties

Teaching

Teaching time will be for a maximum of hours per week of the school’s timetabled teaching week of..... hours, allocated as follows:

Monday am	.....	Monday pm	.....
Tuesday am	.....	Tuesday pm	.....
Wednesday am	.....	Wednesday pm	.....
Thursday am	.....	Thursday pm	.....
Friday am	.....	Friday pm	.....

“Trapped time” in timetabling arrangements will be treated as paid non-contact time.

PPA and Non-Contact Time

PPA & non-contact time will be pro-rata to that for full-time teachers in similar positions and will be for hours/periods per week.

Non-Teaching Duties

Registration

[delete as appropriate]

Be responsible for registering a class on every working day morning and/or afternoon.

Be available for other duties as reasonably directed.

Assemblies and Mid-Session Breaks

Be present during the above and be available as reasonably necessary in the same way as full time teachers during this time.

Other Duties

[delete as appropriate]

Be required to undertake other duties for up to hours per week.

Be available to undertake other duties as reasonably required for which directed time will be allocated.

Staff/Departmental Meetings

[delete as appropriate]

Attend staff meetings only on days normally worked.

Attend all staff meetings with additional paid working time as appropriate.

Attend on some other basis (please specify).

Parental Consultation Meetings & Open Meetings

[delete as appropriate]

Attend parents/open meetings only on days normally worked.

Attend all parents/open meetings, with additional paid working time as appropriate.

Attend on some other basis (please specify).

INSET/non-pupil days

[delete as appropriate]

Attend INSET/non-pupil days only on days normally worked.

Attend non-pupil days only on days normally worked and attend all INSET days, with additional paid working time as appropriate.

Attend on some other basis (please specify).

“Disturbance” Travel Time (to use this facility there should be reference to the provisions in Section 4 of the School Pay Policy)
[delete as appropriate]

Receive minutes/hours in “disturbance” travel time in relation to all meetings and INSET/non-pupil days on non-working days.

Contingency Time

[delete as appropriate]

Be allocated hours per year to cover unforeseen needs pro rata to contingency time allocated to full time teachers.

Changes to these Arrangements

Any reasonable changes to these arrangements will be subject to consultation and discussion between the two parties. Additional paid working time will be added when additional duties accrue.

Signed: Teacher

Appendix 4
Trust Expectations Document

1. Attached is a copy of Teacher Standards
2. Main 1-6 (some examples)

All staff at this level should be working within the Teachers' Standards (Scales 1-3).
All staff will need to be judged as secure against the Teachers' Standards (Scales 4-6).
It is expected that staff show year on year progression towards these aims. Any identified weakness should have been addressed through the Appraisal process.

Please see attached Copy of Teachers' Standards.

PROFESSIONAL STANDARDS FOR POST THRESHOLD TEACHERS

Please see list below for the Standards against which CPD targets should be set.

There is an understanding that the context for staff will vary according to age phase.

Examples of how these standards can be seen in practice:

Pupil Progress – students to make progress as good as or better than similar learners nationally
Contribute significantly, where appropriate, to the development, evaluation and implementation of work place policies.
Improve the practice of colleagues through supporting their CPD needs (coaching)
Contribute to training at a key stage, department or whole school level.
At secondary level, act as an appraiser for Performance Management
Advise colleagues on how to personalize learning and provide opportunities for differentiation
Attendance at some after school/whole school events (take a lead where appropriate)
Act as an ambassador for the school with stakeholders
To provide additional care, guidance and support for colleagues and pupils where this type of intervention is needed
Coaching and mentoring of other staff.
Take a lead on charter marks and accreditation.

Appendix 5

Leadership Discretionary Reference Points

Minimum	L1	38984
	L2	39960
	L3	40958
	L4	41978
	L5	43023
	L6	44102
	L7	45290
	L8	46335
	L9	47492
	L10	48771
	L11	49976
	L12	51127
	L13	52405
	L14	53712
	L15	55049
	L16	56511
	L17	57810
	L18	59264
	L19	60733
	L20	62240
	L21	63779
	L22	65363
	L23	66982
	L24	67963
	L24	68643
	L25	70349
	L26	72089
	L27	73876
	L28	75708
	L29	77583
	L30	79514
	L31	81478
	L32	83503
	L33	85579
	L34	87694
	L35	89874
	L36	92099
	L37	94389
	L38	96724
	L39	99081
	L40	101554
	L41	104091
	L42	106699
maximum	L43	108283

 The 10 schools in our Trust:

St. Mary's Menston, a Catholic Voluntary Academy
St. Joseph's Catholic Primary School Otley, a Voluntary Academy
Ss Peter and Paul Catholic Primary School, a Voluntary Academy
Sacred Heart Catholic Primary School Ilkley, a Voluntary Academy
St Mary's Horsforth Catholic Voluntary Academy
St. Joseph's Catholic Primary School Pudsey, a Voluntary Academy
St Joseph's Catholic Primary School Harrogate, a Voluntary Academy
St Mary's Catholic Primary School Knaresborough, a Voluntary Academy
St. Stephen's Catholic Primary School and Nursery, a Voluntary Academy
Holy Name Catholic Voluntary Academy



The Bishop Wheeler Catholic Academy Trust

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Vice Chair of the
Trust Board: Monsignor P Owens