

**What's this document about?**

This document gives information and guidance regarding the Trust framework for the management of Teacher Pay, Teacher pay progression and Teacher grading issues.

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**Who does this apply to?**

All staff whose working practice can be defined as a Teacher.

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**Policy Statement**

Astrea adopts the position that all pay progression decisions for teaching staff must be linked to annual appraisal of their performance. For the processes around teachers' appraisal please refer to the Astrea Teachers' Appraisal policy. The procedures set out in this document seek to ensure that this is achieved in a fair, equitable and transparent way.

Astrea recognises its responsibilities under relevant legislation including the Equality Act 2010, the Employment Relations Act 1999, the Part-time workers (Prevention of Less Favourable Treatment) Regulations 2000, the Fixed-Term Employees (Prevention of Less Favourable Treatment) Regulations 2002, The Employment Rights Act 1996, The Employment Act 2002, The Employment Act 2002 (Dispute Resolution) Regulations, and will ensure that all pay related decisions are taken equitably and fairly, in compliance with statutory requirements.

For all teaching staff up to and including the level of Principal, the Executive Board will have full authority to take decisions on behalf of the Trust Board on pay matters as defined in this policy. However, it will be the Principal of the academy who makes all pay recommendations for academy employees, the Principals recommendations will then be ratified by the Executive Board. Recommendations on Principal pay will be made and decided upon by the Astrea Executive Board.

All teachers in Astrea are employed in accordance with the statutory provisions set out in the Schools Teachers' Pay and Conditions Document (STPCD) which is updated each September as well as the Conditions of Service for Teachers in England and Wales (the Burgundy Book). The STPCD is referred to throughout this policy. Astrea will also consult the School Teachers Review Body on an annual basis before making a decision on all teacher pay scale changes.

The following pay arrangements have been agreed by the Astrea Executive Board by consulting and using the flexibilities contained within the STPCD. This policy will review the annual amendments to STPCD as well as Astrea's amendments outside of the STPCD and consult with recognised trade unions before any amendments are made to the Policy.

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Written by	Astrea HR Operations
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## 1.Aims

In adopting this pay policy, the aim is to fundamentally ensure a fair and transparent method of distributing pay and rewarding performance for all teaching staff at Astrea. Its objective is also to uphold the following Trust-wide aims:

- Achieving excellent and aspirational outcomes for all pupils;
- Supporting the academy's overall aims and priorities as stated in the academy's improvement plan;
- Ensuring staff are well motivated as well as being valued and rewarded appropriately for their work and contribution to the academy;
- Supporting the recruitment and retention of a high-quality teacher workforce and support teachers' career development;
- Demonstrating the fairness of decisions on pay, ensuring that decisions are just and transparent and can be justified on evidence.
- Supporting, and aligns to the Trust's Appraisal policy and the principles that underpin it.
- Ensuring that all academy leadership and teaching members of staff are promoting and aligning practice to the ethos, values and culture of Astrea.

## 2.Equal Opportunities

The Trust seeks to provide equal employment opportunities for all staff and will comply with all relevant employment and equalities legislation and regulations at all times.

All public authorities – including academies – must comply with the new Public Sector Equality Duty (PSED) introduced by the Equality Act 2014 (section 149 of Equality Act 2010). To discharge the duty academies must have due regard to the need to:

- Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Act.
- Advance equality of opportunity between people who share a relevant protected characteristic and people who do not share it (applies to age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation)
- Foster good relations between people who share a relevant protected characteristic and people who do not share it.

Astrea will continually monitor the implementation of this policy to ensure that it complies with the aforementioned legislation to ensure that all staff are treated equally and fairly, minimising the risk of any direct or indirect discrimination practices.

## 3.Appraisal and Pay Recommendations

Individual Astrea academies will follow the Astrea Teachers' Appraisal Policy in conjunction with this policy for appraising teachers' performance in determining the agreement or disagreement with those recommendations regarding pay. In addition to the transparent and fair Astrea Appraisal policy the Trust believes that there is a responsibility for individual appraisees and appraisers to work together and for the appraisee to gather any supportive documentation and evidence they deem to be appropriate in meeting the agreed criteria as outlined in the objectives that have been set.

The Principal will moderate objectives, performance assessment and pay recommendations to ensure consistency and fairness in their academy. The Executive Board will moderate the above for each of the academies across the Trust in order to quality assure consistency and fairness.

#### **4. Annual determination of pay**

The salaries of all teaching staff including Vice and Assistant Principal will be reviewed annually by 31 October for teachers and 30 November for the Principal, to take effect from and backdated to the previous 1 September.

Each teacher will receive a pay recommendation based on the evidence discussed at the appraisal review meeting, referencing the previously agreed objectives for progression. This is known as the pay recommendation report (Appendix 1). The pay recommendation decision should contain no surprises for the member of staff. If the member of staff is not awarded pay recommendation evidence for this decision needs to demonstrate that the members of staff expectations were managed throughout the appraisal cycle through appraisal reviews, consistent dialogue and lesson observation feedback during the appraisal cycle.

The Principal is responsible for submitting academy recommendations to the Executive Board for oversight and approval. For recommendations regarding the Principal's pay progression, the Executive Board is responsible for the pay recommendations.

Decisions on annual pay progression recommendations will be communicated to all teachers by the Principal in writing in following their appraisal meeting. This will set out the reasons why decisions have been taken. The decision on the Principal's pay will be communicated in writing by 30 November by the CEO. The instruction to amend pay from the relevant date (1 September) will be issued immediately after the time limit for lodging an appeal has expired (10 days), or immediately after an appeal has concluded.

#### **Annual Pay Award**

Astrea commits to uplifting all teacher's pay by a minimum of the pay recommendation issued by the School Teachers Pay and Conditions Document.

### **5. Pay Progression**

#### **5.1 Principal**

Astrea will determine the seven-point Individual School Range (ISR) for Principals from the leadership pay spine (Appendix 2) when they propose to make a new appointment or at any time, they consider it necessary.

In accordance with the STPCD or in the following limited circumstances:

- academies causing concern
- difficulties filling a vacant principal post
- difficulties retaining the current principal, and
- temporary appointment as a principal of more than one academy

Astrea has discretion to make additional payments to the Principal providing that the total sum of all payments made in any school year does not exceed 25% of the Principal's point on the leadership pay spine and will be reviewed annually.

A new Principal may be placed at any of the bottom 3 points of the ISR assigned to the academy.

The salary and any movement up the pay spine of the Principal will be determined by 30 November of each year. This includes the requirement for Astrea to determine performance objectives annually and to review the Principal's performance against these.

Principals must demonstrate a sustained high-quality performance in respect of academy leadership and pupil progress. Any discretionary payments to the Principal will be determined in accordance with the provisions of the STPCD.

## 5.2 Vice Principals and Assistant Principals (VPs and APs)

The Principal/Astrea will determine the five-point pay range from the leadership pay spine (Appendix 2) for Vice and Assistant Principals (VP and AP) when they propose to make new appointments or where there is a significant change in the responsibilities of serving VPs or APs. They may determine the pay range as of 1 September, at any time of the year to reflect any changes in the circumstances or job description that lead to a change in the basis for calculating their pay, or at any time if they consider it necessary to retain a VP or AP. To ensure fairness Astrea will annually review leadership posts and salaries.

The five-point VP and AP range will not overlap with the Principal seven-point range.

The Principal/Astrea will pay teachers as Vice or Assistant Principals only where they are satisfied that, in the context of the teacher's duties, the role includes a significant responsibility that is not required of all classroom teachers or TLRholders.

In the case of a VP post, the Principal/Executive Board must also be satisfied that this significant responsibility features a job weight which exceeds that expected of an AP employed in the same academy, including responsibility for discharging in full the responsibilities of the Principal in the absence of the Principal.

A new VP or AP may be paid on any one of the bottom 3 points of their pay range.

Upon successful appraisal Leadership employees will be appointed to and progress within a range taken from the spine points laid out in Appendix 2.

## 5.3 Classroom Teachers

Astrea will apply the pay ranges for classroom teacher posts paid on the Main Pay Range (MPR) and the Upper Pay Range (UPR) which is outlined in the latest version of the scales (Appendix 3).

Astrea undertakes that it will not restrict the pay range advertised for or starting salary and pay progression prospects available for classroom teacher posts, other than the minimum of the Main Pay Range and the maximum of the Upper Pay Range.

Upon successful appraisal classroom teachers will be appointed to and progress through the spine points outlined in Appendix 3.

#### **5.4 Leading Practitioners**

The leading practitioner pay range (Appendix 4) as outlined in the STPCD applies to qualified teachers who are employed in posts that Astrea has determined have the primary purpose of modelling and leading improvement of teaching skills.

Upon successful appraisal Leading Practitioners will be appointed to and progress within a range taken from the spine points laid out in Appendix 4.

For any such post, the Principal/Executive Board shall determine an individual pay range within the leading practitioner pay range. The Principal/Executive Board may determine that different posts in the same academy may be paid on different individual pay ranges within the leading practitioner pay range. The Principal/Executive Board must ensure that there is appropriate scope within each individual pay range to allow for performance related progress over time.

#### **5.5 Unqualified Teachers and Tutors**

Astrea will apply the pay ranges as for unqualified teachers (UQT) and Tutors employed in classroom teachers' posts which are outlined in the latest version of the pay scales (Appendix 5).

Tutors are required to have a professional qualification in their relevant field of expertise.

Unqualified teachers and Tutors will be eligible for pay progression in accordance with the criteria for main scale and upper pay scale teachers, as appropriate.

Unqualified teachers and Tutors are not eligible for special educational needs allowances or TLR payments, but Astrea may award them an unqualified teachers' allowance, the amount of which is considered appropriate in the context of the academy's staffing structure and that the teacher has taken on a sustained additional responsibility which:

- Is focused on teaching and learning; and
- Requires the exercise of a teachers' professional skills and judgment; or
- Qualifications or experience which bring added value to the role being undertaken.

Any unqualified teachers' allowance would be agreed between the Principal and Astrea Executive Board. Unqualified teachers will be appointed to and progress through the spine points outlined in Appendix 5.

#### **5.6 Unqualified Teachers who become qualified**

Upon obtaining qualified teacher status (QTS) under regulations made under section 132 of the Act (6) an unqualified teacher must be transferred to a salary within the main pay range for teachers. The teacher must be paid a salary which is the same as, or higher than their previous unqualified teacher salary.

A teacher who obtains QTS retrospectively under those regulations must be paid a lump sum by the relevant body responsible for the payment of remuneration at the time when QTS was effectively obtained.

The lump sum payable must be the difference (if any) between the remuneration the teacher was actually paid as an unqualified teacher and the salary (not including any allowances) the teacher would have been paid as a qualified teacher, from the date QTS was effectively obtained to the date when the lump sum is paid.

### **5.7 Part-Time Teachers**

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

### **5.8 Short Notice/Supply Teachers**

Teachers employed on a day-to-day or other short notice basis will be paid on a daily basis calculated on the assumption that a full working year consists of 195 days; periods of employment for less than a day being calculated pro-rata. Or by any alternative methods agreed by the academy and central finance team. In the same way, teachers engaged to work for less than one day will be hourly paid and will have their salary calculated as an annual amount which will then be divided by 195, before being divided again by the proportion of the full pupil day which they teach in order to arrive at the hourly rate.

### **5.9 Qualified Teacher Learning and Skills (QTLS)**

From 1 April 2012, further education teachers who have been awarded QTLS by, and are members of, the Institute for Learning (IfL) have been 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 range. In order to continue to be recognised as a qualified school teacher, a QTLS holder must maintain their IfL membership.

### **5.10 Pay Increases Arising from National Agreement**

All teachers are paid in accordance with statutory provision, as updated from time to time.

## 6. Pay Progression Based on Performance

Within Astrea, all teachers and Principals' can expect to receive regular, constructive feedback on their performance and are subject to annual appraisal that recognises their strengths, informs plans for their future development, and helps to enhance their professional practice. The arrangements for teacher appraisal are set out in the Astrea Appraisal Policy.

Decisions regarding pay progression will be made with reference to individual teacher's progress against the appraisal criteria as set out in the Astrea appraisal policy and agreed at the beginning of the cycle when objective setting is completed. It will be possible for a 'no progression' determination to be made and this may be without recourse to the capability procedure.

In the case of NQTs, whose appraisal arrangements are different, pay decisions will be made by means of the statutory induction process. NQTs will be awarded pay progression on the successful completion of induction. NQT's who successfully complete their induction will be placed on the applicable teacher spine point (Appendix 3). If concerns have been raised and managed during the appraisal process and satisfactory and sustained improvement has not been made, a Cause for Concern process will be initiated guided by the NQT Appropriate Body. If the induction was not passed, the teacher could be dismissed. It may also be necessary to have an extension to the period of induction as advised by the Appropriate Body and the review would take place following completion of the extension.

To be fair and transparent, assessments of performance will be properly rooted in evidence. The Principal will ensure fairness by moderating a sample of appraisals to check that the objectives recorded and pay recommendations made in the reports (Appendix 1) of teachers at the academy:

- Are consistent between those who have similar experience and similar levels of responsibility
- Comply with the academy's appraisal and pay policies, the regulations and the requirements of equality legislation

Pay progression will be awarded within the Main Pay Range following a successful appraisal review. All teachers can expect progression through their pay range as a result of successful appraisal reviews.

A review will be deemed to be successful unless significant concerns about standards of performance have been raised in writing with the teacher during the annual appraisal cycle and have not been sufficiently addressed through support provided by the school by the conclusion of that process.

Teachers' appraisal reports will contain pay recommendations. Final decisions about whether or not to accept a pay recommendation will be made by the Principal/Executive Board having regard to the appraisal report and taking into account advice from the appraiser.

The Principal/Executive Board may decide to award additional increments where performance has exceeded academy expectations.

## 7. Movement to the Upper Pay Range

### 7.1 Applications and Evidence

Any qualified teacher may apply to be paid on the Upper Pay Range and any such application must be assessed in line with this policy. It is the responsibility of the teacher to decide whether or not they wish to apply to be paid on the Upper Pay Range.

Applications may be made once a year. Where teachers wish to be assessed, they should notify their appraiser in writing using the application form (as at Appendix 6) which should be submitted by the teacher to the appraiser at the appraisal planning meeting with their two most recent appraisal reviews.

If an Astrea teacher works in more than one Astrea academy, the assigned line manager will determine whether the application is successful based upon the collective evidence and after discussion with Leadership from all academies that the teacher works across.

In making its decision, Astrea/Principal will have regard to the two most recent appraisal reviews. Reviews will be deemed to be successful unless significant concerns about standards of performance have been raised in writing with the teacher during the annual appraisal cycle and have not been sufficiently addressed through support provided by the Academy by the conclusion of that process.

### 7.2 The Assessment

The assessment will be made within 10 working days of the receipt of the application or the conclusion of the appraisal process, whichever is later. If successful, applicants will move to the UPR from the previous 1 September and will be placed on point 1 of the UPR. If unsuccessful, feedback will be provided by the Principal as soon as possible and at least within 10 working days of the decision and will cover the reasons for the decision and the appeals arrangements available to the teacher.

An application from a qualified teacher will be successful where the Principal/Astrea is satisfied that the teacher meets the relevant standards, meets the Upper Pay Range Progression Criteria, set out below and the teacher's achievements and contribution to the academy are substantial and sustained, as defined by this policy.

Those teachers who have been absent through sickness, disability or maternity may submit written evidence from a 3-year period before the date of application from their present academy and other schools, in support of their application.

## 8. Progression on the Upper Pay Range

### Upper Pay Range Progression Criteria

#### (1) Professional attributes

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

#### (2) Professional knowledge and understanding

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

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

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

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

2.5 Have sufficient depth of knowledge and experience to be able to give advice on the development and wellbeing of children and young people.

#### (3) Professional skills

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

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

3.3 Promote collaboration and work effectively as a team member.

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

- **Substantial means:**

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

- **Sustained means:**

Successfully maintained continuously over a minimum of 2 academic years.

## 9.Appeals

A teacher (including the AP, VP and Principal) wishing to appeal in relation to their pay will follow the process outlined below:

- A teacher/Principal may appeal against any determination in relation to his/her pay or any other decision taken by the relevant body that affects his/her pay.
- At all stages of the appeal, a teacher/Principal may be accompanied by and represented by a work colleague or trade union or professional association representative.
- Any member of staff appealing has the right to see all relevant papers.

The following list, though not exhaustive, includes the usual reasons for appealing against a pay decision.

- Incorrect application of any of the provisions contained in the STPCD;
- Failure to have proper regard for statutory guidance;
- Failure to take proper account of relevant evidence;
- Taking account of irrelevant or inaccurate evidence;
- Evidence of unlawful discrimination or bias against the teacher.

The decision of the appeal panel will be given in writing and will include a note of what evidence was considered and the reasons for the decision.

The decision of the appeal panel is final.

For the full Appeals procedure, please see Appendix 7.

## 10. Acting Allowances

### 10.1 Teaching and Learning Responsibility Payments (TLRs)

Astrea pays TLR 1 and 2 payments to teachers as indicated (appendix 8) in accordance with the pay ranges specified. The levels and values, as outlined in Appendix 8, will apply.

Before awarding any TLR 1 or 2 payment, the Principal/Astrea must be satisfied that the teacher's duties include a significant responsibility that is not required of all classroom teachers and that:

- Is focused on teaching and learning;
- Requires the exercise of a teacher's professional skills and judgement;
- Requires the teacher to lead, manage and develop a subject or curriculum area; or to lead and manage pupil development across the curriculum;
- Has an impact on the educational progress of pupils other than the teacher's assigned classes or groups of pupils; and
- Involves leading, developing and enhancing the teaching practice of other staff.

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

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

TLR1 and TLR2 payments will be allocated according to the criteria set out in the latest national School Teachers' Pay and Conditions Document.

Astrea may award a TLR3 payment to a post:

- Requiring additional duties for a time limited period.
- For a specific project identified as a priority within the academy improvement plan or other substantial academy improvement projects.
- For exceptional one off externally driven responsibilities.

The value of the TLR3 will be determined on an individual basis according to the complexity and level of responsibility of the role. The value will be agreed by the Principal/Astrea to reside at an appropriate level between the minimum and maximum value.

There will be no safeguarding of any TLR3 payments.

Before making any TLR3 payment, the Principal/Astrea must be satisfied that the responsibilities are not a permanent or structural requirement which should instead be rewarded by means of a permanent TLR payment.

Where the Principal/Astrea wishes to make TLR3 payments, the proposed responsibilities, level of payment and the duration of payment will be set out clearly at the outset at academy level.

A teacher in receipt of either a TLR1 or TLR2 may also hold a TLR3.

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

## **10.2 Special Educational Needs (SEN) Allowance**

The Principal/Astrea will award SEN allowances in accordance with the criteria and provisions set out in the appendices.

The value of SEN allowances is available at Appendix 9. SEN Allowances will be awarded based on the criteria in the STPCD.

## **10.3 Acting Allowances**

Where any teacher is required to act as Principal, Vice-Principal or Assistant Principal for a period in excess of four weeks, they will receive an additional allowance in order that the total pay received is equal to that of the substantive post holder.

Payments will be backdated to the day on which the teacher assumed those duties. No pressure, direct or indirect, will be placed on teachers to act up where such acting up is voluntary on their part.

## **10.4 Other Payments**

The Principal/Astrea may make such payments as they see fit (discussed and agreed in advance) to teachers in respect of:

- Continuing Professional Development outside directed time

- Initial teacher training activities
- Out of academy learning activities, e.g., Summer school

Additional payments will be agreed at academy level.

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

Additional payments will be calculated at a daily or hourly rate calculated with reference to each teacher's actual pay spine position or, where appropriate, at a higher level reflecting the responsibility and size of commitment.

### **10.5 Recruitment and Retention Incentives and Benefits**

Where the Principal/Astrea wish to make recruitment and retention payments to teachers, the level, duration, criteria and review date for such payments will be made clear at the outset. Such payments will be reviewed annually.

## **11.Safeguarding**

The Principal/Astrea will operate salary safeguarding arrangements in line with the provisions of the STPCD.

## **12.Policy Review**

This policy will be reviewed, initially in one year and subsequently every year thereafter or when there are changes to relevant legislation. Policy reviews shall be subject to negotiation with the recognised Trade Unions if changes are being proposed. An annual written report on the operation of this policy shall be prepared by the Principal recording pay decisions taken and equality impact. This will be provided to the Executive Board, published and shared with the recognised Trade unions and will then be moderated to ensure parity across Astrea.

## **13.Salary Sacrifice schemes**

In accordance with the provisions set out in the STPCD, Astrea will review the salary sacrifice schemes on offer. Astrea will open all available schemes to employees of Astrea. Those wishing to take up a salary sacrifice scheme and his/ her gross salary shall be reduced accordingly.

#### **14. Monitoring the Impact of the Pay Policy**

Astrea will monitor the outcomes and impact of this policy annually through the Principal Forums Executive Board, and on an ongoing basis through Principal performance discussions, and will then discuss these with the trades unions at the local level. This will be done in accordance with legislative changes, changes to the STPCD, and ensuring continuing compliance with equalities legislation.

The trust-wide outcomes and impacts of the policy will also be discussed at the NJCC.

Changes may need to be made to the policy, if this is the case, we will make them in consultation (at trust level) with the recognised trade unions and professional associations.

The DfE Guidance on the Equalities Act (see Appendix 9) will be used for monitoring the impact of this policy.

**Appendix 1 – Pay Progression recommendation report/outcome form**

Name of member of staff:.....

Appraiser:.....

Date:.....

**Performance management**

Agreed appraisal objectives	Objective met	Progress toward objective	Objective not met	Objectives exceeded
1				
2				
3				

**Recommendation on pay progression**

This recommendation is made with regard to the results of the most recent appraisal/s	
I recommend salary progression of 1 point	
I do not recommend salary progression for the following reasons	
I recommend accelerated salary progression of 2 points for the following reasons	

Appraisee signature:.....

Date:.....

Appraiser signature:.....

Date:.....

Principal (if not the appraiser):.....

Date.....

**Appendix 2 – Leadership Pay Spine**

<b>Astrea Leadership Group Pay Range (excluding London and the fringe)</b>		
<b>Spine Point</b>	<b>Salary Range :1 Sept 2020- 31 Aug 2021</b>	<b>Salary Range 1 Sept 2021 - 31 Aug 2022</b>
L1	£42,610	£43,036
L2	£43,677	£44,114
L3	£44,768	£45,216
L4	£45,883	£46,342
L5	£47,025	£47,495
L6	£48,205	£48,687
L7	£49,503	£49,998
L8	£50,645	£51,151
L9	£51,909	£52,428
L10	£53,241	£53,773
L11	£54,626	£55,172
L12	£55,884	£56,443
L13	£57,280	£57,853
L14	£58,708	£59,295
L15	£60,168	£60,770
L16	£61,768	£62,386
L17	£63,187	£63,819
L18	£64,777	£65,425
L19	£66,383	£67,047
L20	£68,030	£68,710
L21	£69,713	£70,410
L22	£71,443	£72,157
L23	£73,213	£73,945
L24	£75,028	£75,778
L25	£76,893	£77,662
L26	£78,795	£79,583
L27	£80,748	£81,555
L28	£82,750	£83,578
L29	£84,800	£85,648
L30	£86,911	£87,780
L31	£89,059	£89,950
L32	£91,271	£92,184
L33	£93,541	£94,476
L34	£95,851	£96,810
L35	£98,234	£99,216
L36	£100,666	£101,673
L37	£103,169	£104,201
L38	£107,033	£108,103
L39	£108,299	£109,382
L40	£111,000	£112,110

L41	£113,775	£114,913
L42	£116,624	£117,790
L43	£118,357	£119,541

### Appendix 3 – MPR/UPR Classroom Teacher Pay Scales

<b>Astrea Classroom Teachers – England and Wales (Excluding London and the Fringe)</b>		
<b>Spine Point</b>	<b>1 Sept 2020 – 31 Aug 2021</b>	<b>1 Sept 2021 – 31 Aug 2022</b>
<b>Main Pay Range</b>		
Min M1	£25,714	£25,971
M2	£27,600	£27,876
M3	£29,664	£29,961
M4	£31,778	£32,096
M5	£34,100	£34,441
Max M6	£36,961	£37,331
<b>Upper Pay Range</b>		
Min U1	£39,071	£39,462
U2	£40,520	£40,925
Max M3	£42,014	£42,434

### Appendix 4 – Leading Practitioner Pay Scales

<b>Lead Practitioners Pay Range – England and Wales (excluding London and the Fringe)</b>		
<b>Spine Point</b>	<b>1 Sept 2020 – 31 Aug 2021</b>	<b>1 Sept 2021 – 31 Aug 2022</b>
Min 1	£42,820	£43,248
2	£43,892	£44,331
3	£44,989	£45,439
4	£46,109	£46,570
5	£47,257	£47,730
6	£48,442	£48,926
7	£49,747	£50,244
8	£50,895	£51,404
9	£52,166	£52,688
10	£53,505	£54,040
11	£54,895	£55,444
12	£56,159	£56,721
13	£57,562	£58,138
14	£58,998	£59,588
15	£60,466	£61,071
16	£62,072	£62,693
17	£63,498	£64,133
Max 18	£65,096	£65,747

## Appendix 5 – Unqualified Teachers Pay Scales

<b>Unqualified Teacher Pay Range – England and Wales (Excluding London and the fringe)</b>		
<b>Scale Point</b>	<b>1 Sept 2020 – 31 Aug 2021</b>	<b>1 Sept 2021 – 31 Aug 2022</b>
<b>1 Sept 2017 – 31 Aug 2018</b>		
Min 1	£18,347	£18,530
2	£20,482	£20,687
3	£22,613	£22,839
4	£24,748	£24,995
5	£26,883	£27,152
Max 6	£29,016	£29,306

**Appendix 6 – Application to be paid on UPR**

<b>Name</b>	<b>Job Title</b>
<b>Academy:</b>	<b>Date of application:</b>
<b>Current pay point:</b>	<b>Date of last application (if applicable):</b>
<b>Years covered by appraisal review statements:</b>	
<b>Academy covered by appraisal review statements:</b>	
<b>Summary of application to progress to UPR: please ensure you detail with evidence the ways in which you meet the criteria set out in the STPCD and how those are defined in the Pay Policy (section 18) You will reference here evidence gathered and presented through the appraisal process.</b>	
(Continue on additional sheets if necessary)	
<b>Declaration</b>	
I confirm that at the date of this application I meet the eligibility criteria and I submit the appraisal (and brief supporting evidence as appropriate).	
<b>Signed (applicant):</b>	<b>Date:</b>

## Appendix 7 – Appeals Procedure

As part of the appraisal process, a written pay recommendation is made by the appraiser using the pay recommendation form (see Appendix 1). Once the outcome of the recommendation has been determined by the Principal, and Executive Board the member of staff will receive written confirmation of the determination, with, where applicable, the basis on which the decision was made. If the member of staff is not satisfied with the pay recommendation, they may appeal the decision.

A member of staff may appeal against any determination in relation to his/her pay or any other decision taken by the Principal and Executive Board that affects his/her pay.

The list below, though not exhaustive, contains the usual grounds for appeal against the decision made by the individual or committee and include;

- Incorrectly applied any provision of the STPCD
- Failed to have proper regard for its statutory guidance
- Failed to take proper account of relevant evidence
- Took account of irrelevant or inaccurate evidence
- Was biased; or
- Otherwise unlawfully discriminated against the employee.

### Procedure

Astrea Academy Trust intends that the appeals procedure will be undertaken impartially, robustly and in a timely fashion.

### Informal Stage

Wherever possible, the Academy will endeavor to resolve any issues of dissatisfaction regarding the pay determination prior to them being referred to a formal appeal procedure. This will be done by offering the member of staff the opportunity to meet and discuss the issue in full with the Principal.

If it is the Principal who is dissatisfied with their pay determination, they will be offered an opportunity to meet and discuss the issue in full with their line manager from the Executive Board and to present further evidence where they consider it appropriate.

However, where a member of staff remains dissatisfied with the outcome of the informal approach to resolve a matter relating to their pay (including issues relating to applications to move onto the Upper Pay Range and progress within it) they have a right to pursue a formal appeal, using the following arrangements.

### Formal Stage

The member of staff must set down in writing the grounds for appealing the pay decision (which must relate to the grounds set out above) and send it to the Principal, or Executive Board in the case of a Principal who made the determination within 10 working days of the notification of the decision being appealed against or of the outcome of the discussion referred to above. For Teacher appeals a member of the Executive Board and a member of the LGB of the academy, or in the case of a Principal two members of the Executive

Board, who did not make the original decision on pay progression should set up a hearing within 10 working days of receipt of the written grounds for questioning the pay determination. The hearing will provide the opportunity for the member of staff to make representations in person. The member of staff (at any formal appeal or hearing) is entitled to be accompanied by a work colleague or representative from a trade union or professional association. The hearing will allow the employee to state the reasons for their appeal. The original decision maker will also be able to state the reasons behind their original decision.

The procedure for the appeal hearing is set out below:

- The (previously agreed) chair of the panel will introduce attendees and set out the process to be followed for the appeal hearing;
- The appellant or their representative will outline the grounds for their appeal;
- The panel will then have the opportunity to question the appellant or their representative;
- The Principal, or member of the Executive Board, responsible for making the original determination will be called to present his/her case responding to the issues raised and outlining the reasoning for the original decision;
- The panel will have the opportunity to question the original decision maker in relation to this information provided;
- The appellant or their representative may respond to the original decision maker's case and present a brief summing up;
- Both parties will then withdraw whilst the panel considers the information;
- The outcome of the appeal will be confirmed in writing within 5 working days;

The decision of the panel hearing an appeal shall not be subject to any further review under the trust's Grievance procedure. The decision of the appeal panel will be final with no further right to appeal.

Note: all paperwork for the appeal hearing should be received by the chair of the panel at least 2 working days before the hearing.

### **The modified procedure**

Where a teacher has, whilst employed by the academy, lodged an appeal against a pay determination, but has subsequently left the academy's employment before any appeal hearing is heard, the following modified procedure will be observed if the member of staff cannot attend the meeting in person:

- The member of staff must have set out details of their appeal in writing
- The member of staff must have sent a copy of their appeal to the HR Department.
- A panel will be appointed (see above).
- The panel will consult with HR, consider the written management case and provide the member of staff with a written decision on behalf of the academy.

## Appendix 8 – TLR Structure

<b>Teaching and Learning Responsibilities (TLRS)</b>		
<b>Payment 1 (TLR 1)</b>	<b>1 Sept 2020 to 31 Aug 2021</b>	<b>1 Sept 2021 to 31 Aug 2022</b>
TLR 1 (a) Minimum	£8,371	£8,455
TLR 1 (b)	£9,886	£9,985
TLR 1 (c)	£10,299	£10,402
TLR 1 (c2)	£10,769	£10,877
TLR 1 (d)	£12,230	£12,353
TLR 1 (e) Maximum	£14,167	£14,309
<b>Payment 2 (TLR 2)</b>	<b>1 Sept 2020 to 31 Aug 2021</b>	<b>1 Sept 2021 to 31 Aug 2022</b>
TLR 2 (a) Minimum	£2,901	£2,930
TLR 2 (b)	£3,238	£3,271
TLR 2 (b)	£3,778	£3,816
TLR 2 (c)	£4,987	£5,037
TLR 2 (e)	£5,500	£5,555
TLR 2 (d) Maximum	£7,086	£7,157
<b>Payment 3 (TLR) (Fixed Term)</b>	<b>1 Sept 2020 to 31 Aug 2021</b>	<b>1 Sept 2021 to 31 Aug 2022</b>
Min	£580	£586
Max	£2,888	£2,917

## Appendix 9 – SEN Structure

<b>Special Educational Needs Allowances</b>		
	<b>1 Sept 2020 to 31 Aug 2021</b>	<b>1 Sept 2021 to 31 Aug 2022</b>
SEN (Min)	£2,314	£2,337
SEN (Max)	£4,566	£4,612