



Academies Trust

Teachers' Pay Policy 2025 - 2026

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1 Purpose

1.1 Co-op Academies Trust believes that a fair, transparent and consistent pay policy which recognises and rewards teachers as highly skilled professionals is a key element in effective school improvement. This pay policy will help to recruit, retain and motivate teachers, provide the basis for sound financial and personnel planning and minimise the risk of grievance and discrimination.

1.2 This policy relates to the 2024/25 academic year and applies to all teaching staff employed by Co-op Academies Trust, including unqualified teachers, teachers on the main and upper pay scales, leading practitioners and senior leaders paid under the School Teachers' Pay and Conditions Document (STPCD). It does not apply to agency teachers who may be working within the school, but are not directly employed by the school.

1.3 It is written with reference to the STPCD published in 2024, and is reviewed annually.

1.4 All teachers at Co-op Academies Trust are remunerated based on 1265 hours / 195 days per year (for payroll purposes this is recorded as 32.5 hours per week).

1.5 This policy will be applied with due consideration to our Trust's Equality, Diversity and Inclusion Policy and our co-operative values.

2 Introduction

2.1 This Policy sets out the framework for making decisions on teachers' pay. It has been developed to comply with current legislation and the requirements of the STPCD and has been consulted on with the recognised trade unions. A copy of this Policy, and any other relevant documents on pay and conditions, will be made available to colleagues by the academy.

2.2 In adopting this Pay Policy the aim is to:

- assure the quality of teaching and learning at the academy
- support recruitment and retention, and reward teachers appropriately; and
- ensure accountability, transparency, objectivity and equality of opportunity.

2.3 In line with our Trust's Scheme of Delegations, pay decisions for academy-based colleagues will be made by the Headteacher where these are within approved budgets. Where costs are outside of approved budgets, appropriate approvals must be sought by the Headteacher prior to offering a salary or payment.

2.4 Pay decisions relating to Headteachers, Heads of School and Executive Headteachers, and central team members who are paid under this Policy, are made by our Trust's CEO on behalf of our Trust Board, in conjunction with the Regional Director.

3 Pay Reviews

3.1 Each teacher's salary will be reviewed annually between 1 September and 31 October, and they will be notified of the outcome by no later than 30 November in a written statement setting out their salary and any other financial benefits to which they are entitled. It is a statutory requirement to provide an annual salary statement to all teachers, even if their salary has not changed. An example template letter is given at Annex 1.

3.2 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 interim review and where applicable will give information about the basis on which it was made.

3.3 Where a pay determination leads or may lead to the start of a period of safeguarding (protection of salary) in accordance with STPCD, the Headteacher will give the required notification as soon as possible and no later than one month after the date of the determination.

4 Basic Pay Determination on Appointment

4.1 The Headteacher will determine the pay scale for a vacancy prior to advertising it.

4.2 On appointment the Headteacher will determine the starting salary within the advertised scale to be offered to the successful candidate. Any additional recruitment and retention allowance must be approved by the Regional Director (prior to it being offered). In making such determinations, the principles and pay scales set out in this Policy must be applied, and take into account the nature of the post, and the level of qualifications, skills & experience required. The Headteacher must also seek prior approval from the Regional Director regarding the appointment of any individuals where there is a potential conflict of interest (see Code of Conduct).

4.3 Co-op Academies Trust will maintain teachers' previous pay entitlements in accordance with the principle of pay portability within the national teachers' pay scale, and will seek information from a teacher's previous school to enable them to do this.

Qualified teacher posts (main pay scale and upper pay scale)

4.4 Co-op Academies Trust has established the following pay scales for classroom teacher posts paid on the Main Pay Range and Upper Pay Range.

Main Pay Range	
1 (minimum)	£32,916
2	£34,823
3	£37,101
4	£39,556
5	£42,057
6 (maximum)	£45,352
Upper Pay Range	
1	£47,472
2	£49,232
3	£51,048

It is expected that all ECTs will not be paid less than MPR1 in their first year; and not less than MPR2 in their second year (subject to successful completion of their End of Year 1 Formal Assessment).

Leading Practitioner teacher posts

4.5 Co-op Academies Trust has established the following pay scale for Leading Practitioner teacher posts.

Lead Practitioner Pay Scale	2025 scale points
1 (minimum)	£52,026
2	£53,830
3	£55,635
4	£57,439
5	£59,244
6	£61,048
7	£62,852
8	£64,657

9	£66,461
10	£68,266
11	£70,070
12	£71,874
13	£73,679
14	£75,483
15	£77,288
16 (maximum)	£79,092

4.6 Leading Practitioner posts may be established for teachers:

- whose primary purpose is the modelling and leading improvement of teaching skills in their academy and the wider Trust community which impact significantly on pupil progress and the effectiveness of colleagues.
- who undertake sustained additional leadership responsibilities for this, where those duties fall outside the criteria for the TLR payment structure, which may include but is not limited to
 - coaching, mentoring & induction of teachers
 - sharing and advising on practice, research and continuing professional development provision
 - assessment and impact evaluation, including through demonstration lessons and classroom observation
 - helping teachers who are experiencing difficulties.

4.7 The Headteacher should continue to use a 5 point individual post pay range for such roles, the maximum of which may be at any point as long as it does not exceed the maximum stated above and allows for performance related progress over time. In doing so, the Headteacher should consider the weight of the responsibilities of the post and bear in mind the need to ensure pay equality between our Trust's Academies and fair pay relativities between posts of differing levels of responsibility.

4.8 There is no requirement for an academy to establish Leading Practitioner teacher posts.

4.9 The STPCD provides for the Leading Practitioner pay scale to go up to a maximum of £79,092. If the Headteacher wishes to exceed the maximum stated in section 4.5 they should contact the Chief Governance and People Officer who will refer the request to our Trust's CEO for consideration.

Unqualified teachers

4.10 Co-op Academies Trust has established the following pay scale for unqualified teachers employed in classroom teacher posts.

Unqualified Teacher pay scale	2025
1 (minimum)	£22,601
2	£25,193
3	£27,785
4	£30,071
5	£32,666
6 (maximum)	£35,259

4.11 Any teacher who obtains qualified teacher status must be transferred to a salary within the main pay scale, at a salary which is the same or higher than their unqualified teacher salary.

Headteachers / Principals, and other leadership group roles

4.12 The pay range, and pay on appointment, for Headteacher / Head of School / Executive Headteacher posts will be determined by our Trust CEO on behalf of our Trust Board in conjunction with the relevant Regional Director and Chief People Officer, taking into consideration the criteria specified in the STPCD (e.g. school group size) and ensuring fair pay relativities.

4.13 The Headteacher, in conjunction with their Regional Director, will determine the size and composition of the rest of the leadership group, and will review its membership annually. All members of the leadership group will have substantial strategic responsibilities for academy leadership and management.

4.14 The Headteacher will continue to use a 5 point remuneration pay range for these leadership group posts when they propose to make new appointments or where there is a significant change in responsibilities of serving leadership group members, taking into consideration the criteria specified in the STPCD and ensuring fair pay relativities within the Academy and between academies. Regional Directors must approve, and HR may assist with providing information. Evidence of benchmarking should be retained for new posts.

4.15 For payroll purposes, and to help monitor fairness and consistency, academies are expected to define leadership group pay ranges and/or pay points with reference to the scale set out below. Should there be a need to go beyond the top of the scale then additional points may be added at

similar intervals, subject to consideration of equality impacts and agreement with our Trust CEO and Chief People Officer.

Leadership 2025	
L1	£51,773
L2	£53,068
L3	£54,393
L4	£55,746
L5	£57,137
L6	£58,569
L7	£60,144
L8	£61,534
L9	£63,070
L10	£64,690
L11	£66,368
L12	£67,897
L13	£69,596
L14	£71,329
L15	£73,105
L16	£75,048
L17	£76,772
L18	£78,702
L19	£80,654
L20	£82,654
L21	£84,699
L22	£86,803
L23	£88,950
L24	£91,157
L25	£93,423
L26	£95,734
L27	£98,105

L28	£100,540
L29	£103,030
L30	£105,594
L31	£108,202
L32	£110,891
L33	£113,646
L34	£116,455
L35	£119,349
L36	£122,305
L37	£125,345
L38	£128,446
L39	£131,578
L40	£134,860
L41	£138,230
L42	£141,693
L43	£143,796

5 Pay Progression

5.1 Although pay increases are no longer dependent on the outcome of a performance management process, there is an expectation that the standards and procedures set out in our Trust's Performance & Professional Development Review (PPDR) Policy will be met and adhered to e.g. expectation that the Teachers' Standards will be met, annual and mid year reviews, lesson observations, setting of development priorities and monitoring of performance against these, discussing development needs and behaviours in line with the Ways of Being Co-op. Where there are concerns, these will be dealt with under the PPDR Policy / Capability Procedure.

5.2 Headteacher will review and approve annual salary increases for teachers who have completed a year of employment since the previous annual pay determination.

5.3 Our Trust has separated pay from performance management and colleagues who are not at the top of their pay scale (or individual salary range, if applicable) will automatically receive a one-step pay increase unless:

A. they are ECTs, where pay decisions will be made by means of the statutory induction process and salary progression will be awarded following successful completion of the first and second year ECT assessments.

or

B. there are significant concerns about under-performance that have been discussed and documented in a support plan [informal or formal, under the Capability Procedure] at the point that pay awards are being determined. In these cases the colleague will not be eligible for automatic pay progression. However, pay progression may still take place following successful completion of a support plan. This will be applied from the start of the next month following successful completion, and will not be backdated.

or

C. the colleague has been notified in writing that they are subject to a disciplinary procedure, and this procedure is ongoing. For these colleagues, the increase will be withheld until the disciplinary procedure is concluded, and will then be backdated to 01 September unless the procedure results in an outcome of dismissal or (with agreement) demotion to a lower paid role, or there is an agreed exit, unless A, B or D also applies.

or

D. the colleague is successful in moving from the Main Pay Range to the Upper Pay Range.

If a Headteacher requires clarification around the application of these clauses, they should speak with their Regional Director or HR.

5.4 Accelerated progression (e.g. two-steps) will remain available for Headteachers to use as an option to reward exceptional performance, subject to usual pay moderation processes and approval by the Regional Director. This is a discretionary Headteacher decision, and not something that a colleague "applies for" (with the exception of early applications to move from MPR to UPR). Any decision to give accelerated progression must be based on compelling evidence of impact, and exceptional performance above & beyond the Teacher Standards which sets a colleague out amongst their peers. As the award of accelerated progression is discretionary it is not subject to the pay appeal process.

5.5 Where teachers have joined an Academy part way through the year they will be eligible for salary progression the following September, unless their appointment letter or contract of employment states that alternative arrangements will apply.

5.6 Pay changes as a result of the annual pay review will be with effect from 1 September. The Academy's budget planning process must ensure that appropriate funding is allocated for pay progression for all eligible teachers.

6 Movement to the Upper Pay Range

6.1 Our expectation is that the majority of colleagues will want, and be able to, progress from the Main Pay Range (MPR) to the Upper Pay Range (UPR).

Teachers already on MPR6 will be automatically considered by the Headteacher for movement to UPR as part of the PPDR process. They will not be required to make an application. If there is any reason why a colleague is reluctant to move to UPR, this should be fully discussed with their Reviewer. Even if a teacher indicates at the start of their MPR6 year that they don't want to be considered for UPR, they should still be encouraged / supported in their development towards UPR progression throughout the year wherever possible. If their Reviewer considers that they meet the criteria for progression at the end of the year, and wants to recommend them for UPR progression a further discussion with the colleague should take place, however the final decision to refuse progression rests with the colleague.

6.2 In our Trust a teacher on the UPR will have excellent depth and breadth of knowledge, skill and understanding, and will make a wider contribution outside their own classroom. They are not expected to take on a 'whole school' project or other new responsibility in order to progress.

6.3 STPCD states that *"an application from a qualified teacher will be successful where the relevant body is satisfied:*

a) that the teacher is highly competent in all elements of the relevant standards; and

b) that the teacher's achievements and contribution to an educational setting or settings are substantial and sustained."

The rest of this section of the Policy, and Annex 2, sets out the process for moving from MPR to UPR and sets out how our Trust interprets the criteria set out above.

6.4 UPR should not be seen as a payment to reward taking on specific additional duties. However, additional responsibilities already remunerated by a TLR may be used to demonstrate a wider contribution (see 6.17).

Preparation

6.5 Colleagues and reviewers should begin a conversation around UPR progression at the start of their MPR6 year (or sooner if requested) so that the PPDR process can be focused on enabling the teacher to demonstrate that they are ready for UPR. This will also enable encouragement, support and appropriate CPD to be given.

In addition, to help colleagues to be successful in moving to UPR at the end of the year, there is an expectation that (if they are not themselves the reviewer) the Headteacher will liaise with reviewers of all colleagues at MPR6

at the start of the year (objective setting) and the mid-year review point (progress is on track).

For the avoidance of doubt, it should be noted that:

- the reviewer carries out the PPDR process, is responsible for helping and supporting the teacher prepare for UPR, and may make a recommendation to the Headteacher about the teacher's readiness for UPR (on the planning and review form)
- the Headteacher reviews the teacher's readiness to move to UPR, taking into account the information from the PPDR process, and makes the decision on whether or not the teacher will progress to UPR. If they do not agree with the Reviewer's recommendation, this will be discussed with the Reviewer and colleague - see 6.20 below.

Notification

6.6 As stated at 6.1 colleagues already at MPR6 will be automatically considered for UPR.

6.7 Teachers not already on MPR6, who wish to put themselves forward to be paid on the UPR, must notify their Headteacher in writing between 1 September and 31 October each year. The notification should provide confirmation that they believe they meet the eligibility criteria set out in Annex 2. The notification should be appended to the Planning & Review Form. A template for requesting to move to UPR is also provided at Annex 2; a request does not have to be made on this template to be considered.

Evidence

6.8 The evidence to be used will be only that available through the PPDR process (see Performance and Professional Development Review Policy). There is no requirement or expectation to submit any additional evidence. However, if the teacher chooses to do so then this must not be discounted by the Headteacher and can be taken into consideration.

6.9 In certain cases, such as where a teacher has been absent due to maternity, paternity, adoption or parental leave, or on long term sickness absence, they will only be required to submit supporting evidence covering the reduced period of time they were at school: this may mean the teacher only has evidence from one performance review to submit. Reasonable adjustments should be considered for teachers with a disability.

6.10 When considering a wider contribution outside their own classroom, the expectations placed on colleagues who work part time should be reasonable and proportionate to the hours that they work.

6.11 A teacher transferring to join our Trust at MPR5 or 6 may present a combination of evidence from their time in our Trust and their previous school. Our Trust undertakes to review the evidence from a previous school

and make clear whether or not it is considered strong enough. Our Trust does not wish colleagues to be disadvantaged by changing employer, but is also mindful of the need to consider and maintain performance expectations within our Trust. Colleagues are therefore recommended to discuss this evidence with their manager at the earliest opportunity.

6.12 In exceptional cases, where the nature of absence or absences means the teacher does not have any results from PPDRs to allow them to be considered fairly, they will be able to cite evidence drawn from a shorter time frame (one year preceding the assessment date) and will also be permitted to present evidence which aggregates to two years drawn from a period of up to five years immediately before the date of their notification.

6.13 If a teacher is simultaneously employed at another school(s) outside of our Trust, they must submit a separate notification if they wish to apply to be paid on the Upper Pay Range in that school. Co-op Academies Trust will not be bound by any pay decision made by another school.

6.14 If a teacher is simultaneously employed at more than one Co-op Academies Trust school, this should be made clear in their notification. The Headteacher receiving the notification should seek advice from HR.

Assessment of request

6.15 Movement on to the UPR is not automatic, and it should not be seen as an extension of the main pay scale.

6.16 Movement to UPR will be successful where the Headteacher is satisfied that the teacher has met the criteria set out in Annex 3.

6.17 Holding a TLR does not automatically entitle someone to move to UPR, but work carried out as part of TLR responsibilities may be used to demonstrate wider contribution outside the classroom.

6.18 The evidence available will be assessed by the Headteacher and they will make the final decision. This will have regard to the two most recent PPDRs (unless exceptional circumstances apply).

6.19 If the Headteacher does not intend to recommend progression they must discuss this with the reviewee. A record of this conversation must be made and kept on the individual's HR file. The colleague may provide additional information/evidence to the Headteacher at this point in support of their application, which may (or may not) change the Headteacher's decision. This discussion also acts as Step One (informal resolution) of the appeals process.

Approval of pay change

6.20 The teacher will be informed of the Headteacher's decision in writing by 30 November at the latest, and should be informed of the appeals process (Annex 3 and 4).

6.21 If successful the teacher will move to the UPR from the previous 1 September.

6.22 If unsuccessful, feedback will be provided in writing, covering the reasons for the decision, and making specific reference to any areas for further development so that the colleague can be supported and guided to move to UPR in the future.

6.23 UPR salary levels are permanent within our Trust.

7 Part-Time Teachers

7.1 Teachers employed by Co-op Academies Trust on permanent, fixed term or temporary contract basis and who work less than a full working week are deemed to be part-time.

7.2 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 as set out in the STPCD.

7.3 The Headteacher will provide the teacher with a written statement detailing their working time obligations and the mechanism used to determine their pay, subject to the provisions of the statutory pay and working time arrangements.

7.4 Pay for part time colleagues working ad hoc on days they are not usually contracted to work will be calculated, based on their usual rate of pay, in accordance with paragraph 8.2.

8 Short Notice / Supply Teachers

8.1 Teachers employed directly by Co-op Academies Trust on a day to day or other short notice basis will be paid on a daily or hourly basis for the role they are performing.

8.2 Teachers paid on a daily basis will have their salary paid at $1/195 \times$ annual salary, which includes an element of holiday pay. Teachers who work less than a full day will be paid at the daily rate above, then divided again by 6.5 hours, to arrive at the hourly rate.

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

8.4 A short notice teacher employed either by an individual Academy, or across a number of Trust Academies, throughout a 12 month period beginning in August or September must not be paid more in respect of that period than they would have received had they been in regular employment with our Trust throughout the period.

9 Pay Increases Arising from Changes to the STPCD 2024

9.1 The pay scales in this policy have been uplifted in line with STPCD 2024.

10 Discretionary Allowances and Payments

Teaching and Learning Responsibility Payments (TLRs)

10.1 The Headteacher must keep under review how many leadership group posts and other posts are needed in their academy's staffing structure and whether a TLR1 or TLR2 is an appropriate part of that structure and, if so, the appropriate cash values in light of the criterion and factors set out below. The responsibilities for which a TLR1 or TLR2 is awarded should be clearly set out in the job description for the post.

10.2 TLRs will be awarded to a teacher whose post requires them to undertake a sustained additional responsibility in the context of the Academy's staffing structure for the purpose of ensuring the continued delivery of high quality teaching and learning for which they are accountable.

10.3 TLR payments must be made on objective criteria, with consideration to fairness and consistency across Co-op Academies Trust, and equal pay legislation.

10.4 TLR payments should not be used for recruitment and retention purposes.

10.5 The Headteacher is responsible for ensuring that the criteria for payment of TLRs and SEN allowances have been met.

TLR1 and TLR2

10.5 Our Trust pays TLR 1 and 2 payments to teachers in accordance with the minimum and maximum specified in the STPCD, as updated from time to time, and the following levels and values will apply:

	2025
TLR 2A (minimum)	£3,527
TLR 2B	£5,871
TLR 2C	£8,218
TLR 2D (max)	£8,611
TLR 1A (minimum)	£10,174

TLR 1B	£12,520
TLR 1C	£14,866
TLR 1D (max)	£17,216

10.6 Before awarding any TLR 1 or 2 payment, the Headteacher must be satisfied that the duties of a post include a significant responsibility that is not required of all classroom teachers and that:

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

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

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

10.9 A TLR1 or TLR2 is a payment integral to the responsibilities of a permanent post within an Academy's staffing structure and therefore:

- must be paid pro-rata to part time teachers (see section 7)
- may be shared between two people when job-sharing a post
- may be paid on a temporary basis, with no safeguarding, where a teacher occupies a post attracting the allowance in the temporary absence of the post-holder (for example, cover for secondment, maternity or sick leave, or vacancies pending permanent appointment)

10.10 TLR1 and TLR2 allowances are permanent while the teacher remains in the same post in the staffing structure. If a teacher moves to a different post, the Headteacher must determine whether a different TLR (or no TLR) applies.

10.11 Teachers may not hold more than one TLR1 or TLR2 payment, but a single TLR payment can be based on a job description that itemises several different areas of significant responsibility. A teacher can hold one or more TLR3 payments in addition to a TLR1 or TLR2 payment.

10.12 In 25/26, our Trust will continue to pro-rata TLR 1 and 2 payments.

TLR3

10.13 Before making any TLR3 payment, the Headteacher must be satisfied that:

- the responsibilities meet at least two of the criteria listed in section 10.6 above, and
- they are being awarded for clearly time limited academy improvement projects or externally driven responsibilities where there is a genuine development or operational need, and
- the responsibilities are not a permanent or structural requirement which should instead be rewarded by means of a permanent TLR payment.

10.14 TLR3 opportunities should be advertised internally before being awarded.

10.15 Where the Headteacher wishes to make TLR3 payments, the proposed responsibilities, level of payment (within the scale of £702 to £3,478 per annum, paid pro rata for the duration of the fixed term) and the duration of payment will be set out clearly in writing.

10.16 Under the terms of STPCD, TLR3 payments are not subject to usual pro-rata treatment for part time staff. Someone taking on the advertised remit will be expected to undertake the full responsibilities and will therefore receive the full payment.

10.17 Any such payments will be reported to the relevant Regional Director.

10.18 TLR3s can only be made to qualified classroom teachers. They may be made to existing TLR1 or TLR2 post-holders, where it is clear that the additional temporary responsibilities fall outside those already rewarded via the TLR1/2.

10.19 TLR3 payments will not be used to replace or otherwise limit teachers' pay progression on the Main, Upper or Leading Practitioner Pay Scales. There is no safeguarding of TLR3 payments.

Special educational needs (SEN) allowances

10.20 The Headteacher will award SEN allowances in accordance with the criteria and provisions set out in the STPCD, and the following levels and values will apply (pro rata for part time staff):

	2025
SEN Min	£2787
SEN Mid	£3,477
SEN Max	£5,497

10.21 A SEN allowance will be paid to a classroom teacher:

- a) in any SEN post that requires a mandatory SEN qualification and involves teaching pupils with SEN;
- b) in a special school;
- c) who teaches pupils in one or more designated special classes or units in an academy.

10.22 When awarding SEN allowances the Headteacher should take into account the structure of the Academy's SEN provision and:

- whether any mandatory qualifications are required for the post
- the qualifications and expertise of the teacher relevant to the post
- the relative demands of the post

10.23 SEN allowances should be reviewed annually by the Headteacher to ensure the criteria for the allowance are still met in light of the role performed by the post-holder.

Holders of SEN allowances:

- must have the relevant responsibilities clearly specified in their job description
- should be clearly identified in the academy's published staffing structure
- must not be receiving a SEN allowance for something that would be more appropriately rewarded via a TLR payment instead (they should not receive both a SEN and TLR allowance for the same responsibilities)
- should not be carrying out tasks that would be more appropriately undertaken by support staff

10.24 SEN allowances may be held at the same time as TLRs, but should not be used for the purposes of recruitment and retention. SEN allowances are subject to salary protection (safeguarding).

Acting allowances

10.25 Where any teacher is required to act as Headteacher/Principal, Deputy Headteacher/Vice Principal, Assistant Headteacher/Assistant Principal, or other post of responsibility for a period in excess of four weeks, they may receive an additional allowance which may be backdated to the day on which they assumed those duties.

10.26 The Headteacher, and/or Regional Director if applicable, will determine whether or not an acting allowance is to be paid and, if so, the appropriate point on the pay scale which shall not be lower than the minimum of the pay scale for the role in question.

10.27 The Headteacher will also consider any 'knock-on' effects, e.g. whether further Acting Allowances would be payable to other teaching staff, including the award of any TLR3s.

11. Other Payments

11.1 The Headteacher, or Regional Director upon the recommendation of the Headteacher where additional approval is required, may approve other payments as they see fit. To ensure fairness and consistency, academies should follow the rates specified by our Trust for certain activities. If no rate has been specified, an Academy should document the rates and circumstances when such other payments would be made.

11.2 Information on whether or not other payments are pensionable or not is at Annex 5; care must be taken that payments are correctly recorded in the payroll system.

Continuing professional development outside directed time

11.3 Additional payments will be made to teachers (including the Headteacher) who agree to undertake such activities, where payment of these is agreed in advance with the Headteacher (or the Regional Director for the Headteacher, or where costs are outside of agreed budgets).

11.4 Additional payments will be paid, at a level reflecting the responsibility and size of the commitment.

11.5 Our Trust 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, Academies will endeavour to offer suitable alternative training arrangements within directed time in line with our Trust's commitment to equal opportunities.

Summer Schools

11.6 Subject to prior agreement with their Headteacher, teachers (inc. Leaders) who volunteer to work as part of Summer School (or other school holiday) programmes will be paid their usual hourly rate of pay for the hours worked, up to a maximum hourly rate equivalent to Leadership 5.

School-Led Tutoring

11.7 Subject to prior agreement with their Headteacher, teachers volunteering to do additional tutoring outside of directed time will be paid their usual hourly rate up to a maximum of UPR3. Wherever possible, additional earning opportunities will be offered internally first. If an academy needs to go external (e.g. agency), they can flex the rate offered dependent on the market in order to secure the resource needed.

Other out of school learning activities

11.8 Other activities that may attract payment at a rate determined in accordance with local needs include (but are not limited to) breakfast and

homework clubs, sporting activities, other activities and clubs linked to curricular, arts and hobby interest areas.

Professional Mentors for Initial Teacher Training (ITT)

11.9 Colleagues acting as a 'Professional Mentor' take a lead role on ITT in their academy and will be given adequate time / release from timetable to carry out their role. This activity is generally remunerated as part of a leadership role or broader TLR.

Senior Leaders of Education (SLEs)

11.10 Colleagues who undertake work as SLEs at other academies within our Trust on their usual working days will receive remuneration at their usual rate of pay. Pay for part time colleagues working as SLEs on days they are not usually contracted to work will be calculated, based on their usual rate of pay, in accordance with paragraph 8.2.

Honoraria

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

12 Recruitment and Retention Payments

12.1 Recruitment and retention incentives and benefits can be used where a Headteacher believes this is necessary to:

- attract suitable candidates for a post which has been or is considered to be difficult to fill
- retain the skills and expertise of a teacher, particularly in a specialist area or where it is considered that the subsequent vacancy would be hard to fill

They should not be made for carrying out specific responsibilities or to supplement pay for any other reasons.

12.2 Headteachers (with Regional Director approval prior to communication) are free to determine the value of any award, within the powers delegated to them for managing their Academy's budget, according to the circumstances of each case but taking into account salary relativities across the Academy's structure and known staffing changes in the future, and a payment should normally not exceed £5,590 per annum.

12.3 The duration of the payment, and whether it is monthly, periodic, or one-off will be determined according to the circumstances of the case. Initially this may be for a maximum period of two years, but will then be

subject to annual review by the Headteacher which may extend the period if appropriate.

12.4 Where a Headteacher decides to make recruitment and retention payments to teachers, the level, duration and criteria for such payments will be set out clearly. The written notification should include:

- Whether the award is for recruitment or retention
- The nature of the award (for example, cash sums, travel, housing costs)
- When and how it will be paid (if applicable)
- The start date and expected duration of the incentive (unless it is a one-off payment)
- The review date after which it may be withdrawn
- The basis for any uplifts which will be applied (if applicable).

12.5 The Chief People Officer, in conjunction with the Regional Directors, will conduct an annual review of recruitment or retention payments, including an equality impact assessment. The outcomes of this review will be reported to the Trust's People and Remuneration Committee.

12.6 Normally a recruitment or retention payment will be financial, but where appropriate, a Headteacher may consider other benefits e.g. relocation expenses, payment for a travel season ticket. These benefits may be taxable, and advice should therefore be sought prior to considering the introduction of such benefits.

12.7 Headteachers should not be awarded any recruitment or retention payments other than as reimbursement of reasonably incurred housing or relocation costs. All other considerations must be taken into account when determining the pay scale for the role.

12.8 These payments should be used in a way that best helps to recruit or retain in the particular circumstances concerned, and should be kept under review. Offering a one off lump sum "golden hello" at the point of recruitment is not recommended (other than as reimbursement of relocation costs). Example uses of a recruitment or retention payments are set out below as a guide:

<p>An additional monthly payment to bring salary up to a higher level, with the amount decreasing annually as the colleague moves up the pay scale. E.g. Year 1, make salary up from MPR3 to MPR6 equivalent Year 2, make up salary from MPR4 to MPR6 Year 3, make salary up from MPR5 to MPR6 Year 4, colleague moves to MPR6 - no additional payment</p>	<p>Advantage - a higher salary could help to recruit / retain, but without it being an open-ended arrangement which is hard to get out of without damaging morale. There would be nothing to stop a new / different agreement being made in year 3 or 4 if appropriate, to supersede the old one.</p>
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<p>A 'promise to pay' £x at the end of a defined period (lump sum, or instalments). This could be as straightforward as still being in post, or could be subject to certain criteria e.g. in return for delivery of x, y, z; or not being in any disciplinary / capability procedure.</p> <p>Contact HR about the wording of any such clauses.</p> <p>E.g. (amounts are for example)</p> <p>After year 1 £250 payment</p> <p>After year 2 £500 payment</p> <p>After year 3 £1000 payment</p> <p>Subject to being in post and not having tendered resignation at 31 August, successful performance (not being on a documented informal or formal support plan during the year), and not being in a current disciplinary procedure.</p>	<p>Advantage - more likely to retain the person until a set date than £x per month (which just becomes normal pay), so useful where you want to retain a colleague until the end of a fixed term contract or academic year, or to make the additional payment contingent on the successful completion / delivery of something specific.</p> <p>Note: this must not be used to remunerate work which is appropriate to a TLR1/2 or 3</p>
<p>Additional £x per year, paid monthly. Amount either (a) increased by x% annually at same time as other % pay uplifts, or (b) a set figure which does not change.</p>	<p>Advantage - a straightforward salary addition which the colleague can compare with offers from elsewhere, and benefits from immediately. No conditions.</p> <p>Disadvantage - quickly becomes seen as usual pay, and as a permanent addition to salary. Hard to remove.</p>

Another example might be a specific package aimed at attracting & retaining geographically distant recruits (e.g. International, Northern Ireland) which could include support for a 'house hunting' visit, and/or trips back home to visit family during the first year of employment.

13 Safeguarding

13.1 Co-op Academies Trust will operate salary safeguarding arrangements in line with the provisions of the STPCD. There will be no safeguarding of TLR3 payments.

14 Appeals

14.1 The arrangements for considering appeals on pay determination are set out in Annex 3 and Annex 4 of this Policy.

15 Monitoring the Impact of, and Reviewing, the Policy

15.1 The Trust Board, via its People and Remuneration Committee, will monitor the outcomes and impact of this policy, in line with equalities legislation and the Trust's Co-operative values and principles, on a regular basis. The outcomes of these reviews will be shared with union representatives through the JCNC (the Trust's joint negotiation and consultative committee).

15.2 Our Trust will consult trade union representatives when reviewing this policy and its provisions, via the JCNC; this will take place on an annual basis.

15.3 Trade union representatives will be consulted where an academy reviews its staffing structure and the payments made under it (see Managing Change Procedure for further details).

Annex 1 - Template letter for notifying pay decisions (annual salary statement)

Name
Address

Date

Dear (Name),

Annual Pay Progression/Statement

I am writing to confirm your pay with effect from 1 September 20xx:

	Current	New (if different)
Pay scale / pay point (e.g. MPR 3)		
Full time equivalent salary		
Allowances (e.g. TLRs)		

If applicable, your backdated pay will be in the (insert month) payroll run.

You have the right to make representations and appeal about any aspect of your pay, which you should exercise within 10 working days of receiving this letter. Further details can be found in Annex 3 of our Trust's Pay Policy.

Thank you for your continued hard work.

Yours sincerely

Name

Job Title

Annex 2 - Upper Pay Range criteria

This Annex should be read in conjunction with paragraph 5.10 and section 6 of the Policy.

The criteria set out below are provided to assist decision-making, and to help engender fairness and consistency of approach across our Trust when considering movement to, and up, the Upper Pay Range.

1. The teacher is highly competent

The teacher demonstrates through their classroom practice that they are highly competent in all elements of the Teachers' Standards, and that they:

- 1.1 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.
- 1.2 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.
- 1.3 Have up to date knowledge and understanding of the different types of qualifications and specifications and their suitability for meeting learners' needs.
- 1.4 Have a more developed knowledge and understanding of their subjects/curriculum areas and related pedagogy including how learning progresses within them.
- 1.5 Have sufficient depth of knowledge and experience to be able to give advice on the development and wellbeing of children and young people.
- 1.6 Are 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.
- 1.7 Have teaching skills which lead to learners making good progress and achieving well (taking a holistic view of all cohorts taught, and taking into account contextual factors).
- 1.8 Work effectively as a team member

2. The teacher's achievements and contribution are substantial

There is evidence to demonstrate that the teacher has made a wider contribution outside of their own classroom, generally within their own

academy but it could be within the wider Trust. This may be within their department; it does not have to be “whole school”. This is about carrying out activities / having an influence, without necessarily having a tangible, measurable, impact. This will generally be evidenced via the objectives set / within the PPDR documents (Planning & Review Form).

For example, this could be in relation to one of the following:

- implementing workplace policies and practice, and/or promoting collective responsibility for their implementation
- contributing to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback (e.g. ITT, TeachFirst, being a teacher coach, training colleagues in a particular skills/knowledge area).
- leading extra curricular activities, clubs, etc
- through carrying out their TLR responsibilities, e.g. subject or key stage leads, IRIS Lead, home learning co-ordinator
- designing schemes of learning in specialisms across departments
- implementing whole school strategies (e.g. class charts)
- playing a key role in developing a subject or area of curriculum (e.g. reading, approach to student assessments, key pedagogical strategies, forest schools)
- research into a particular area, that has gone on to inform wider practice within the academy

Notes:

- wider contribution does not need to be continuous, but will be more than a single short term one off event
- where applications to move from MPR to UPR are being considered, this wider contribution will generally be within the preceding 12 months (with exceptions as outlined previously for maternity leave, disability related absence, etc)
- when considering colleagues already at UPR, the expectation is that a wider contribution will be evident in each performance review year (but the type of wider contribution may vary across this period)

3. The teacher’s achievements and contribution are sustained

This is usually evidenced through two years’ of successful performance reviews for colleagues already working at UPR.

For colleagues requesting to move to UPR, this is usually evidenced through two years’ of successful performance reviews which demonstrate, within the year prior to application, point 1 (highly competent) and point 2 (wider contribution). There are exceptions to this (see paragraphs 6.9 to 6.12 above).

Note regarding TLRs

UPR should not be used to pay for responsibilities which should be remunerated via a TLR (see section 10, and 10.6 in particular). TLRs are payable for defined and documented additional responsibilities within an

academy's staffing structure, where a colleague is accountable for a tangible outcome and having a clear, measurable impact on an ongoing basis (TLR1/2) or defined period (TLR3).

Each academy is responsible for its own structure, and may allocate responsibilities differently, but some examples are below:

- Home Learning co-ordinator
- IRIS Lead
- Support Staff CPD lead
- Early Years lead
- Maths Lead
- Designated Teacher for Looked After Children
- Careers Coordinator
- ITT/ECT Coordinator
- Whole Academy Numeracy Lead
- Whole Academy Literacy Lead

The work done in carrying out a TLR may be used to evidence 'wider contribution'.

This letter is only relevant to colleagues seeking accelerated progression. Colleagues already on MPR6 do not need to make a request.

Application to be paid on the Upper Pay Range (example request letter)

To: [Headteacher Name]

I am writing to ask that you consider my request to move to the Upper Pay Range.

I believe that I meet the criteria for progression set out in Annex 2 of the Teachers' Pay Policy, and that:

- I demonstrate through my classroom practice that I am highly competent in all elements of the Teachers' Standards
- I have made a wider contribution to the academy (or Trust) outside my own classroom
- My achievements and contributions are sustained.

Please find attached copies of the Planning & Review Forms from my mid-year and end-of-year Performance & Professional Development reviews over the last two years.

[Teacher Name]

[Date]

Notes:

- 1. The two-year period specified above may be varied in certain circumstances, please see Section 6 of the Pay Policy.*
- 2. There is no requirement or expectation to provide any further information / evidence over & above the Performance & Professional Development Review Forms for the relevant period. However, if the teacher chooses to do so then this must not be discounted by the Headteacher and can be taken into consideration.*

Annex 3 - Appeal Process

Introduction

Our Trust is committed to ensuring that appeals against pay decisions are appropriately considered.

Informal resolution: Step One

A reviewee who is dissatisfied with a pay recommendation should have the opportunity to discuss the recommendation with the Headteacher. This conversation must take place in relation to any requests to move to the UPR which are not being agreed by the Headteacher (see section 6 above), but is at the reviewee's discretion in other cases. A record should be made of this conversation which should be placed on the individual's HR file.

Colleagues may put forward additional information for consideration in support of their case at this point.

This stage in the process will help to ensure that pay decisions are transparent and fair. The opportunity to discuss a pay decision may also help to mitigate the need for a more formal appeal.

Headteachers should have the opportunity to discuss the recommendation and resolve matters informally with their Regional Director, prior to the recommendation being made to the CEO. The Headteacher may make written representations to the CEO.

Informal Resolution: Step Two

If it is not possible to resolve matters informally with the Headteacher and the reviewee believes that an incorrect pay recommendation is being made, they should raise this with the Regional Director setting out the grounds for not agreeing with the Headteacher's pay decision and including any information that they wish the Regional Director to consider.

The Regional Director undertakes to fully consider this information and review the decision with the Headteacher. To be clear, the decision remains that of the Headteacher, but this step gives an opportunity for reflection.

The outcome of this review may be to either (a) the Headteacher amends their decision, or (b) the Headteacher confirms their decision. The outcome will be confirmed in writing.

The CEO undertakes to fully consider any written representations made by a Headteacher as part of their decision making process.

Step Three: Formal appeal

If Step Two has not resolved the matter, they have the right to raise an appeal. This right of appeal exists whether or not step one and/or step

two have been undertaken, but it is strongly recommended that these preceding steps are taken prior to raising a formal appeal.

For appeals in relation to movement from MPR to UPR, a single panel will be established to hear all appeals from across our Trust, to ensure consistency of approach. Panel members will be drawn from the Resolutions Team

Appeals raised by Headteachers will be heard by a panel of three members of our Trust Board.

All other appeals will be heard by a panel of three members of the Resolutions Team, who will have no prior knowledge of the process.

The decision of the appeal hearing will be final.

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

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

Formal Appeal Process

1. The teacher receives the written confirmation of the pay determination and where applicable the basis on which the decision was made, and to whom any appeal should be submitted.
2. The teacher should set down in writing the grounds for the appeal and send it to the person identified in the written confirmation as receiving appeals, within ten working days of the notification of the decision being received.
3. A formal hearing will be arranged for the teacher to present their case and further evidence, normally within 20 working days of the appeal being received. The colleague must be given ten working days' notice of the appeal hearing.
4. The teacher will be given the opportunity to make representations in person, to call witnesses, provide evidence, and to ask questions (see Annex 5 for order of proceedings).
5. 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.

6. The appeal panel's decision is final and there is no recourse to the Grievance Procedure.

Notes

- At the appeal hearing, the teacher is entitled to be accompanied by a colleague or union representative; this person may present the case but should not answer questions on behalf of the employee.
- Whilst there is no right to be accompanied at informal meetings, in relation to concerns around the application of this Policy our Trust recognises that this may help to expedite proceedings and a reasonable request to be accompanied at Step One discussions shall not be refused. Trade Union representatives may also assist colleagues with preparing their written representations at Step Two.
- If a union rep is not available the appeal hearing may be postponed by 5 working days or to a mutually agreeable date
- Each step and action of this process must be taken without unreasonable delay.
- The timing and location of the appeal hearing must be reasonable and five working days notice be provided.
- All steps must allow both parties to put forward their cases.

Annex 4 - Order of Proceedings for a Pay Appeal Hearing

The outline below is intended as guidance only, and should be adapted depending on circumstances.

Chair carries out Introductions

- Introduce those present and explain why they are present and their role at the Appeal Hearing.
- Explain the purpose of the Appeal Hearing in line with our Trust's Pay Policy, to understand the points of appeal and to consider whether the decision of the Headteacher should be upheld or not.

Chair outlines the order of proceedings :

- Colleague will state their case
- Headteacher asks questions
- Chair asks questions of the colleague, and then invites panel (if applicable) to ask questions
- Headteacher will state their case
- Colleague asks questions
- Chair asks questions of the Headteacher, invites panel (if applicable) to ask questions

Colleague (or their representative) presents their case:

- What is the evidence that supports their case
- Introduces any witnesses
- Headteacher can question
- Chair asks questions, then opens the discussion to the panel (if applicable).

Headteacher presents management case:

- What is the evidence that supports the disputed pay decision?
- Introduces any witnesses
- Colleague can ask questions
- Chair asks questions, then opens the discussion to the panel (if applicable).

End of hearing:

- Chair asks the Headteacher to sum up
- Chair asks the colleague and their representative ~~side~~ to sum up
- Chair ends the hearing and advises the colleague that the decision will be communicated within 5 working days and that the decision of the appeal hearing is final.

Annex 5 - Pensionable v Non-pensionable payments

The information below has been collated from the Teachers' Pensions Scheme (TPS) website.

"Normal pensionable salary"

The following would be included in the members annual salary so will be included in the banding calculation (i.e. pensionable):

- Basic Salary
- Recruitment and Retention allowances
- Teaching and learning responsibilities (TLR)
- Special Educational Needs allowances (SEN)

Overtime

Whether or not overtime is pensionable depends on whether the teacher is in the Final Salary or Career Average scheme.

- Since 1 April 2015, overtime payments are treated as pensionable for any members in the Career Average arrangements.
- Overtime is not pensionable for protected or tapered members who remain in the Final Salary arrangements.

The TPS website states that overtime must be included on any service and salary returns for all members, regardless of the scheme arrangements that a member is in. Overtime should be shown in the period it's earned. This information is required for all members as some members may reach their transition date during a period of overtime. Overtime should be excluded from the calculation for the contribution tier.

Other payments

The following list of payments can be made in addition to a member's normal salary (for their job role and extra responsibilities) that would not be classed as overtime relating to teachers within the Career Average arrangement:

Pensionable Payments	Non-Pensionable Payments <i>These amounts are recorded separately on the MCR submission so it is really important they are processed correctly.</i>
<ul style="list-style-type: none"> ● Out of School Learning Activities (OSLA) ● Contractual bonus payments 	<ul style="list-style-type: none"> ● Honorariums ● Profit related pay ● First aid allowances

	<ul style="list-style-type: none">● Travel allowances● Ad Hoc one off payments● Travelling or expenses payments● Any payment in lieu of notice to terminate a contract● Any payment to cover the loss of any contractual holiday pay● Any payment in respect of duties that are not part of their duty as a member <i>(e.g. work that is clearly not related to their job as a teacher)</i>
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If academy finance officers are unsure if an element of a TPS member's pay should be classed as pensionable and/or where it should be recorded, they should ask the Trust's Payroll & Pensions Manager, or Teachers' Pensions directly.