

# The Tower Trust Whole School Pay Policy

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Signature of Chair of Trustees: Daniel Scullion

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Signature of Chief Executive Officer: Susan Ward

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## Introduction

The Policy was agreed with local Trade Unions. *The Tower Trust will apply this policy to any directly employed staff on teachers' terms and conditions.*

*This document is entirely consistent and compliant with the revised statutory provisions for teachers' pay due to take effect from 1 September 2020.*

*The pay scales in this model policy will be amended annually to reflect the outcome of the STRB processes in relation to recommended pay increases (see section 6 of this policy).*

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 School Teachers' Pay and Conditions Document (STPCD) and has been consulted on with staff and/or the recognised trade unions. In adopting this pay policy the aim is to:

- maximise the quality of teaching and learning at the Trust schools
- support the recruitment and retention of a high quality teacher workforce
- enable the Trust schools to recognise and reward teachers appropriately for their contribution to the school
- help to ensure that decisions on pay are managed in a fair, just and transparent way.

Pay decisions at each school are made by the Pay Committee of the Trust Board.

The Trust is open, honest and transparent in dealing with pay and performance matters and will ensure any concerns are addressed promptly as they arise. The budget setting process will not be used to restrict decisions about an individual's pay progression.

This document is to be read in conjunction with the following:

- The School Teachers' Pay and Conditions Document (STPCD). A copy of the latest version may be found on-line at <http://www.teachernet.gov.uk/pay/>.
- The National Pay and Conditions of Service applicable to Local Government Staff (The Green Book)
- The National Conditions of Service for School Teachers (The Burgundy Book)

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- The Tower Hamlets Single Status Agreement
  - The relevant local collective agreements and conditions of service, including the pay formula for Term Time Only support staff.

## London Living Wage

The Trust supports the Council's policy to pay staff an hourly rate no lower than the London Living Wage as defined by the Mayor of London. Contractors are encouraged to commit to paying the London Living Wage to staff they employ to provide services to the School.

## Support staff

The Pay committee notes its powers to determine the pay of support staff in accordance with paragraph 17 and 29 of the School Staffing (England) Regulations 2009 and Chapter 7 of the associated guidance. The Pay committee will determine the pay grade of support staff on appointment, in accordance with the scale of grades currently applicable in relation to employment with the LA, which the Pay committee consider appropriate for the post. In reaching its determination, the Pay committee will consider the advice of the LA, but will not consider itself bound by that advice. The Local Authority's job evaluation process for Schools is set out in **Appendix 2** of this policy.

The job evaluation scheme for support staff should be used as a grading reference when duties change or the Trust Board reviews salaries for support staff. Account will be taken of Single Status and the normal pay ranges determined by the Council when assessing grading levels. Schools should have clear arrangements on the payment of honoraria to support staff, including the situations in which they are paid, how they are calculated, their duration and when they are reviewed. Honoraria payments that continue on an indefinite basis create equal pay risks. Consideration should be given to adding duties and responsibilities that are required over a long period of time to job descriptions, so they can be evaluated to determine the appropriate grade.

## Pay reviews

- 1.1 The Trust Board will ensure that each member of support staff's salary is reviewed annually with effect from 1 April if eligible.

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## Salary scales

- 1.2 The salary scales used will be in accordance with NJC rates set out in **Appendix 8**. The Trust agrees that these are contractual but reserves the right to review this.

## Job descriptions

- 1.3 The Headteacher in conjunction with the line manager of the role will ensure that an up to date job description is available for each post which identifies the appropriate duties.
- 1.4 The job description will be reviewed as appropriate or when duties or responsibilities have changed and it will be amended to reflect the current role; although it should be recognised that job descriptions are not intended to list all tasks. An employee may request changes to their job description if they feel their duties or responsibilities have changed significantly. If appropriate, consideration may be given to whether the grade for the post should be re-determined and if it is, the post holder will be paid the new grade from a date determined by the Headteacher. If the assessment results in a lower grade, the employee may be entitled to salary protection in accordance with their terms and conditions of employment.
- 1.5 Job descriptions will be evaluated using the process outlined in **Appendix 2**.

## Basic pay determination on appointment

- 1.6 The Trust will determine the grade for a vacancy prior to advertising it, which will be identified on the job description. On appointment the Headteacher will determine the appropriate point within the grade to be offered to the successful candidate (which will usually be the bottom point of the grade). However, in making such determinations, this may take in to account a range of factors, including:
- (a) the nature of the post
  - (b) the level of qualifications, skills and experience required
  - (c) market conditions
  - (d) the wider Academy context and strategic priorities

## Incremental progression

- 1.7 If the employee has more than 6 months' service in their role at 1 April, they are eligible for an increment subject to satisfactory probation and/or performance. This will be paid annually with effect from 1 April until the employee reaches the top of their scale.
- 1.8 If the employee has less than 6 months' service in their role at 1 April, the first increment will not be paid until six months after their appointment subject to satisfactory probation. Subsequent increments will be payable on 1 April.
- 1.9 Incremental progression is normally automatic but can be withheld in exceptional circumstances. The Trust operates a separate capability procedure where there are concerns about an employee's performance, such as achievement of objectives under the

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school's appraisal policy or wider performance concerns during the appraisal year. Where concerns arise, these will be discussed with the employee and a support plan put in place. Pay progression may be refused under the capability procedure. In cases where incremental progression is withheld, the employee will receive confirmation of this in writing including the reasons and informing them of their right of appeal.

## 1. Honoraria

- 1.1 An honorarium may be paid on a temporary basis where an employee is offered and agrees to:
  - (a) undertake higher level work in addition to their normal duties
  - (b) 'act up' for at least four weeks into a higher graded post which has become temporarily vacant, for example, due to sick leave
- 1.2 The Headteacher will determine the amount of this payment. Where the employee is undertaking higher level work not equivalent to a higher graded post, a fixed sum will be agreed. Where the employee is acting up and if carrying out the full responsibilities of the role, the payment will usually be the difference between the minimum point of the higher graded role and their current salary.
- 1.3 The employee will return to their substantive post and salary when they are no longer required to undertake the higher level work or 'act up'.
- 1.4 This should usually only be a temporary solution and the Headteacher should consider whether it may be more appropriate to advertise the post or duties on a fixed term basis.

## 2. Appeals

- 2.1 A member of support staff has the right to appeal against a decision that affects their pay. The appeals process is set out in **Appendix 6** of this policy.

## Teaching staff

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Responsibilities.

The Headteacher will:

- develop clear arrangements for linking appraisal to pay progression and consult with staff and school union representatives on the appraisal and pay policies;
- submit any updated appraisal and pay policies to the Trust Board for approval;
- ensure that effective appraisal arrangements are in place and that any appraisers have the knowledge and skills to apply procedures fairly;
- submit pay recommendations to the Trust Board and ensure the Trust Board has sufficient information upon which to make pay decisions;

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- ensure that teachers are informed about decisions reached; and that records are kept of recommendations and decisions made.

A teacher will:

- engage with appraisal; this includes working with their appraiser to ensure that there is a secure evidence base in order for an annual pay determination to be made;
- keep records of their objectives and review them throughout the appraisal process;
- share any evidence they consider relevant with their appraiser;
- ensure they have an annual review of their performance.

## Annual Pay Award

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The September 2020 STPCD published by DfE reflected the recommendations of the STRB's Report to award.

### September 2020 Teachers' pay award

In line with the recommendations in the STRB's 30th Report, from 1 September 2020, the minimum of the main pay range is uplifted by 5.5%. The maximum of the main pay range and the minima and maxima of all other pay and allowance ranges for teachers and school leaders are uplifted by 2.75%.

In addition, advisory pay points for the main and upper pay ranges have been determined and these have been incorporated into this pay policy. However, all decisions relating to pay progression must continue to be based on performance.

**The uplift of 2.75% has been applied to all points within the relevant pay scales/ranges and allowances.**

All pay uplifts will be back-dated to 1 September 2020.

### Pay Reviews

The Trust Board will ensure that each teacher's salary is reviewed annually, with effect from 1 September and no later than 31 October each year, and that all teachers are given a written statement setting out their salary and any other financial benefits to which they are entitled.

Reviews may take place at other times of the year to reflect any changes in circumstances or job description that lead to a change in the basis for calculating an individual's pay. A written statement will be given after any review and where applicable will give information about the basis on which

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it was made.

**Where a pay determination leads or may lead to the start of a period of safeguarding, the Trust Board will give the required notification as soon as possible and no later than one month after the date of the determination.**

## Basic Pay Determination on Appointment

The Trust Board will determine the pay range for a vacancy prior to advertising it. For Classroom Teachers, the School should state in the advert if an appointment will only be made on the Main Pay Scale. On appointment it will determine the starting salary within the range advertised to be offered to the successful candidate.

The Trust Board undertakes that it will not restrict the pay range advertised for starting salary other than the minimum or maximum of the pay scale advertised for the role. For Classroom Teachers this will be the full range of the Main Pay Scale or Upper Pay Range as set out in this policy.

When Classroom Teacher posts are advertised for an initial appointment to be made on the Main Pay Scale, pay progression prospects must not be restricted. Once in post, an application can be submitted for progression to the Upper Pay Range as set out in Section 8 of this policy.

The Trust is committed to the principle of pay portability and will apply this principle in practice when making all new appointments. On appointment, Classroom Teachers moving from one School to another on the same pay scale will be placed on the same or higher pay point to ensure their current salary is not reduced.

Starting salary should reflect any pay progression a Teacher would have received on 1 September if they had remained in their previous post. Teachers appointed to new roles on the same pay

scale part way through an academic year and placed on a higher pay point will be considered for progression at the end of the next full appraisal cycle.

Teachers that return from a career break will be appointed on the pay scale at the same pay point they were on prior to their break. The School will take into account other relevant experience for those joining the teaching profession on the basis of 1 additional point for every 3 years.

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## Classroom Teacher Posts

The Trust Board has established the pay scales for classroom teacher posts on the Main Pay Scale and Upper Pay Range and for Unqualified Teachers. Please see **Appendix 7**

## Pay Progression Based on Performance

Teaching staff will be expected to achieve challenging targets in line with the School's aspirations. It is recognised that there may be circumstances beyond a teacher's control that mean they cannot do so. Failure to fully achieve a target or objective set during the performance management/appraisal process will not automatically exclude a teacher from progressing up the pay scale.

In the Trust schools all teachers 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 school's appraisal policy.

**Decisions regarding pay progression will be made with reference to the teachers' appraisal reports and the pay recommendations they contain. In the case of NQTs, whose appraisal arrangements are different, pay decisions will be made by means of the statutory induction process.**

Teachers' appraisal reports will, where the appraiser is not the head teacher, contain a pay recommendation to the head teacher, which the head teacher will take into account when making his/her recommendation to the Trust Board. Where there is a difference in the pay

recommendation (between that of the appraiser and the head teacher) the Trust Board will be made aware by the head teacher of the appraiser's recommendation

**[Note: individual Schools in the MAT will need to decide locally, in discussion with staff whether it is the Appraiser or the Head Teacher who will have responsibility for making pay recommendations]**

To be fair and transparent, assessments of performance will be properly rooted in evidence. In the Trust schools we will ensure fairness by:

- Holding a calendared Interim Performance Management review meeting

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- Having an opportunity for the member of staff to discuss with their appraiser the outcome of any assessment and to have a copy of the judgement.

And

- Schools can choose, in consultation with staff, the number, if any, of paired observations.

The evidence used will be only that available through the performance management/appraisal process and can include the School's self-review process.

Teachers' appraisal reports will contain pay recommendations. Final decisions about whether or not to accept a pay recommendation will be made by the Trust Board, having regard to the appraisal report and taking into account advice from the senior leadership team. The Trust Board will ensure that appropriate funding is allocated for pay progression at all levels.

Teachers on the Main Pay Scale, Upper Pay Range, Leading Practitioners and Unqualified Classroom Teachers will be awarded pay progression from 1 September following each successful annual performance management/appraisal review.

For all these teaching staff, reviews will be deemed to be successful if they are assessed as having made good progress against their objectives (please see below for pay progression for Leadership Posts). Assessment must take place as set out in the School's Appraisal policy.

Failing to fully meet a particular objective or a single unsatisfactory lesson observation will not automatically prevent progression. Appraisers must take into account all relevant circumstances when assessing performance. If there are any significant changes in circumstances that mean

there is no longer a reasonable prospect of achieving objectives originally set, they must be reviewed and the teacher assessed against the new objectives.

When Appraisers have concerns about standards of performance that could potentially result in a recommendation of no pay progression, they must be discussed with the teacher as soon as possible. Concerns should be recorded during the regular supervision process. The teacher will be informed that the non-award of progression is a possibility if the concerns are not sufficiently addressed by the end of the annual appraisal cycle. The required improvements to become eligible must be clearly set out, support measures to achieve them put in place by the School as soon as reasonably practical to do so and the teacher given a fair opportunity to demonstrate the

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improvement. This does not necessarily mean that the informal or formal stages of the Capability Procedure need to have been commenced.

Appraisers must not delay informing teachers of performance concerns. Where concerns have existed and are not raised until the end of the academic year, this will be taken into account in the event an appeal is submitted against a pay progression decision.

Teachers who have an unsuccessful review will receive pay progression once the required standards and improvements are made. Progression in these circumstances will be awarded from the date the required standards and improvements were confirmed as being met and will not be backdated.

Teachers who are not present at the time of the annual appraisal, for example, due to maternity or adoption leave or long-term sickness absence, will have their appraisal undertaken on their return to work based on evidence of their performance prior to their absence. If successful, progression will be backdated to 1 September to ensure they suffer no detriment. It should be noted that such absences could result in teachers being away from work for an entire academic year, however targets should have been set at some point prior to the absence and it will be these targets that will be assessed.

If absence is planned then as set out below, targets should be re-assessed in order to make them realistic and achievable, and assessed at the appraisal meeting following the return to work. If absence is unplanned, then the targets set should be assessed at the appraisal meeting following the return to work, based on evidence of their performance prior to the absence.

The DfE advice confirms that such teachers are entitled to consideration for pay progression in the same way as other teachers. The Trust Board should take decisions by reference to such information as is available. This might include information from the most recent appraisal review or information from any part of the period when the teacher was present. Teachers who, for reasons of maternity or other leave miss significant periods during the cycle, should have their targets reassessed in order to make them more realistic and achievable, while still rigorous, bringing them in line with the school's appraisal cycle.

Classroom teachers in their induction year will be awarded pay progression on the successful completion of induction.

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## Movement to the Upper Pay Range

Applications and Evidence.

Any qualified teacher on the Main Pay Scale can 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. As part of the annual appraisal process, Appraisers will ask Teachers on the Main Pay Scale to confirm whether they intend to apply and take this into account when setting objectives.

One application may be submitted annually. The application should be submitted by the teacher to the appraiser at the performance management/appraisal planning meeting; however, exceptions will be made in particular circumstances, e.g. those teachers who are on maternity leave or who are currently on sick leave.

Applications may be made once a year. When teachers wish to be assessed, they should notify their appraiser in writing using the application form (as at **Appendix 3**) which should be submitted by the teacher to the appraiser at the performance management/appraisal planning meeting. The teacher's application will be appended to their performance management/appraisal planning statement.

The evidence to be used will be only that available through the performance management/appraisal process and can include the School's self-review process.

If a teacher is simultaneously employed at another school(s), they may submit separate applications if they wish to apply to be paid on the upper pay range in that school or schools. This school will not be bound by any pay decision made by another school.

## The Assessment

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

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

For the purposes of this pay policy, the Trust Board will be satisfied that the teacher has met the

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expectations for progression to the Upper Pay Range where an assessment confirms she/he meets the Upper Pay Range criteria (see **Appendix 4**), using evidence from the two most recent performance management/appraisal reviews.

Teachers who indicate they intend to submit an application for assessment will be supported in making sure that they have the opportunity to demonstrate their ability to meet the criteria during the relevant Appraisal cycles.

Where an application is unsuccessful the teacher will be given feedback, support and professional development opportunities to help them address any criteria they are not considered to have met, so that they can make a successful application in the future.

A teacher's appointment to the Upper Pay Range will continue while they remain at the school unless she/he is promoted onto the Leading Practitioner or Leadership scale.

Expectations of Upper Pay Range Teachers-see **Appendix 4a**

Upper pay ranges – **Appendix 7**

## Processes and Procedures

The outcome of applications will be given in writing by the end of December each year. Successful applications will result in the teacher progressing to the first point of the Upper Pay Range from 1 September. If unsuccessful, feedback will be provided by the head teacher as soon as possible and at least within 5 working days of the decision; and will cover the reasons for the decision and the appeals arrangements available to the teacher. Any appeal against a decision not to move

the teacher to the upper pay range will be heard under the procedure set out in **Appendix 6** of this policy.

## Leading Practitioner Posts (not currently in the MAT)

The Trust Board will take of account the STPCD when determining the role of Leading Practitioners in this Trust. Additional duties will be set out in the job description of the leading practitioner and will include:

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- a leadership role in developing, implementing and evaluating policies and practices in the school that contribute to school improvement;
  - the improvement of teaching schools within school [and within the wider school community] which impact significantly on pupil progress;
  - improving the effectiveness of staff and colleagues, particularly in relation to specific areas such as 'progress of individual pupils'.

The Trust Board will determine whether to establish Leading Practitioner posts and assess all teachers previously employed in the school as Advanced Skills Teachers (AST) or Excellent Teachers (ET) against the School's criteria. If successful, they will be paid at a scale point which maintains that teacher's previous pay entitlement plus any pay progression which they would have received had they remained in an AST or ET post.

Leading Practitioner posts may be established for teachers whose primary purpose is the modelling and leading of improvement of teaching skills, where those duties fall outside the criteria for the TLR payment structure.

The School's criteria for Leading Practitioner posts is set out in **Appendix 5**. (*Schools need to review these criteria and will consult with Trade Unions on the criteria that will be applied locally*).

Note: The minimum and maximum of this range equate to the minimum of the Leadership Range and to recommended Leadership Range scale point L18. Schools wishing to use pay scale points on this range might therefore decide to use points L1 to L18.

## Pay on appointment

The Pay committee will determine a pay range for each Leading Practitioner post in accordance with part 3 paragraph 16 of the Document.

## Part-time Teachers

Teachers employed on an on-going basis at the school but who work less than a full working week are deemed to be part-time. The Trust Board 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 school's timetabled teaching week for a full-time teacher in an equivalent post. Any additional

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hours worked by agreement from time to time will be paid at the same rate

## 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.

## SEN Allowance

A SEN allowance will be paid to classroom teachers who meet the criteria set out in STPCD. Where a SEN allowance is to be paid, the spot value of between £2,270 and £4,479 will be determined based on the structure of the SEN provision, whether mandatory qualifications are required for the post, the qualifications or expertise of the teacher and the relative demands of the post.

The relevant body must award a SEN allowance to a classroom teacher

1. in any SEN post that requires a mandatory SEN qualification and involves teaching pupils with SEN;
2. in any non-designated setting (including any pupil referral unit) that is analogous to a designated special class or unit, where the post;
3. involves a substantial element of working directly with children with SEN;
4. requires the exercise of a teacher's professional skills and judgement in the teaching of children with SEN;
5. has a greater level of involvement in the teaching of children with SEN than is the normal requirement of teachers throughout the school or unit within the school or, in the case of an unattached teacher, the unit or service.
6. Where a SEN allowance is to be paid, the Trust Board must determine the spot value of the allowance, taking into account the structure of the school's SEN provision and the following factors:
  - a. whether any mandatory qualifications are required for the post;
  - b. the qualifications or expertise of the teacher relevant to the post; and
  - c. the relative demands of the post.

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## Leadership Posts

Pay Ranges see **Appendix 7**

The Trust Board will ensure that the process of determining the remuneration of the Headteacher, Deputies and Assistant Head Teachers is fair and transparent. A written record will be made which will set out the rationale of the reasoning behind the determination of the pay range and any discretionary payments made to those in Leadership Posts.

### **Annual pay ranges for Headteachers 2020 - See Appendix 7**

The Board of Trustees will follow statutory guidance on determining the school group size and consequential pay range, where a head teacher is permanently responsible and accountable for more than one school and on determining the pay of a head teacher temporarily accountable for more than one school.

**Notes for the Trust Board:** *From 1 September 2014, the 43 points leadership pay spine was removed from the STPCD and replaced by a "leadership pay range" the minimum and maximum of the range are expected to coincide with the minimum and maximum of the previous spine. Individual pay ranges for Headteachers, Deputies and Assistant Head Teachers will be determined by the Trust Board and can be of whatever length the deemed appropriate and may or may not include fixed scale points. These new provisions for determining individual pay ranges will only apply automatically to new appointments or to existing posts following restructuring or changes to responsibilities.*

*The details of the provisions relating to the determination of individual pay ranges are as follows:*

- *Schools will continue to be placed into one of eight school groups according to the age and number of pupils.*
- *The individual pay range for headteachers will be set within the overall leadership pay range and within one of eight broad pay ranges for each of the eight school groups. The individual pay range for deputy and assistant head teachers may be located anywhere within the overall leadership pay range. (each Trust Board will need to determine the pay range for their school)*
- *Individual pay ranges for headteachers and for deputy and assistant head teachers may be of whatever length the Trust Board deems appropriate and may or may not include fixed scale points. The previous provisions requiring seven and five point pay scales respectively have been removed.*
- *When determining an individual pay range, the Trust Board need to take into account "all of*

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*the permanent responsibilities of the role, any challenges specific to the role and all other relevant considerations". The Trust Board will also need to allow appropriate scope within the individual pay range for performance based pay progression.*

- ***The Trust Board can set the headteacher's pay range up to 25 per cent above the maximum of the pay range for that Headteacher group and, in exceptional circumstances and where supported by a business case, beyond that figure. (The former power to pay headteachers "up to two groups higher" than the school's group size was abolished in 2009).***
- *Discretionary payments to headteachers will continue to be permitted for "clearly temporary [additional] responsibilities or duties" which have not been previously taken into account when setting the individual pay range. These payments are limited to 25 per cent of pay other than in "wholly exceptional circumstances" (excluding payments for residential duties or for relocation purposes). Where the headteachers are already in receipt of discretionary payments which do not meet the new criteria they should continue to receive them until their individual pay range is reassessed (i.e. they move post or their role changes significantly).*
- *The previous provisions prohibiting an overlap between the pay ranges for head teachers and other leadership teachers have been removed. The Trust Board will determine appropriate pay differentials between leadership posts and with classroom teacher posts. Pay ranges of deputy and assistant head teachers should only overlap the pay range of the head teacher in "exceptional circumstances".*

## **Re-Assessing the pay of the Leadership Team**

Where the Trust Board/Board re-assesses a pay range of a Leadership Post, it will ensure that the process of determining the new remuneration is fair and transparent. There will be a written record made of the reasoning behind the determination.

Where a Leadership Post vacancy arises, the Trust Board will use the new provisions to determine the pay range for the post and consider whether it is appropriate to re-assess the pay of others in the Leadership Team. Similarly, pay ranges for existing post holders should be reviewed whenever a significant change in responsibilities occurs.

The Trust Board/Board of Trustees will follow the STRB recommendation to seek advice and use benchmarking data to assist them in taking decisions.

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## Pay Progression for Leadership Group Teachers

Members of the Leadership Group will receive pay progression where there is evidence of sustained and high quality performance in respect of school leadership and management and pupil progress, having regard to the results of the most recent appraisal.

The Trust Board will ensure that Appraisers of those in Leadership Posts are informed promptly of any concerns about performance at an early stage and follow the principles set out above for providing support to achieve an improvement. **In terms of Executive pay progression, the CEO will make recommendations to the Pay Committee on all executive pay except for the CEO.**

## Acting Allowances for Leadership Group Teachers

Where Deputies or Assistant Head Teachers are required to act as Headteachers or Deputy Head Teachers for a period in excess of four weeks, they will receive allowances in order that their pay is equal to that of the substantive post holder.

Payment of acting allowances should be backdated to the day they assumed these duties. No pressure, direct or indirect, should be placed on Assistant Head Teachers to act up.

## Other Allowances for Leadership Teachers

Leadership teachers may be paid two other kinds of allowance:

- recruitment / retention incentives; and,
- additional payments for CPD undertaken outside the school day, activities relating to initial teacher training, participation in out-of-school hours learning activity, and additional responsibilities relating to involvement in supporting other schools.

The Trust Board will only make recruitment/retention payments to the Leadership Teachers for reimbursement of housing or relocation costs (other recruitment/retention considerations should be reflected in the individual pay range).

Additional payments will only be made in respect of temporary or time limited activity (any permanent responsibilities should also be taken into account when setting the individual pay range).

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## Pay Increases arising from Changes to the STPCD

The school will award the outcome of the School Teachers' Review Body (STRB) pay review process to all pay points and allowances for all teachers, unless the teacher is paid outside of the STPCD.

## Discretionary Allowances and Payments

Teaching & Learning Responsibility Payments (TLRs).

In this Trust we pay TLR1 or TLR2 to a classroom teacher for undertaking a sustained additional responsibility in the context of our staffing structure for the purpose of ensuring the continued delivery of high quality teaching and learning and for which the teacher is made accountable. The award is made whilst the teacher remains in the same post or occupies another post in the absence of a post-holder.

Current values are as follows in accordance with the staffing structure: **See Appendix 7**

Before awarding any TLR 1 or 2 payment, the Trust Board 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 Trust Board 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.**

Before making any TLR3 payment, the Trust Board must be satisfied that the responsibilities meet the first, second and fourth of the above criteria; that they are being awarded for clearly time limited school improvement projects or externally driven responsibilities; and that the responsibilities are not a permanent or structural requirement which should instead be rewarded by means of a permanent TLR payment.

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Where the Trust Board wishes to make TLR3 payments, the proposed responsibilities, level of payment (within the published range **in appendix 7**) and the duration of payment will be set out clearly and communicated to staff, including Trade Union Representatives at the School. Those teachers eligible to undertake them must be given an opportunity to express an interest in undertaking the duties. If more than one teacher expresses an interest in writing, informal interviews will take place.

The Trust Board will ensure that the use of TLR3 applies only to clearly time-limited school improvement projects or one-off externally driven responsibilities and where there is a genuine development or operational need. TLR3 payments will not be used to replace or otherwise limit teachers' pay progression on the Main, Upper or Leading Practitioner Pay Ranges.

## Acting Allowances

Where any teacher is required to act as headteacher, deputy head teacher or assistant head teacher for a period in excess of four weeks, s/he 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.**

## Other Payments

Continuing professional development outside directed time; Initial teacher training activities; and Out-of-school learning activities, *additional responsibilities and activities due to, or in respect of, the provision of services relating to the raising of educational standards to one or more additional schools*

The Trust Board may make additional payments to all teachers, other than a Headteacher, who agree to undertake such activities. Additional payments will be calculated at a daily or hourly rate with reference to each teacher's actual pay spine position or, where appropriate and following consideration by the Pay Committee, at a higher level reflecting the responsibility and size of commitment.

**The Tower Trust does not make additional payments to staff who accompany students on residential trips.**

The Trust Board 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. Twilight sessions are considered to form part of directed time.

## Recruitment and retention incentives and benefits

Where the Trust Board wishes to make recruitment and retention payments to teachers, the level, duration and criteria for such payments will be set out clearly in this policy. **Such payments are temporary will be reviewed annually and there will be full consultation with union representatives before making any amendments. The maximum duration of such allowances should not be more than 3 years. Equality impact across the school must also be considered when rewarding recruitment and retention allowance.**

**The criteria for awarding recruitment and retention allowance should be as follows:**

- Difficulties with recruitment
- Shortage subjects
- Talent management
- Succession planning
- Recognising significant contribution & impact.

**Values of Recruitment and Retention Allowance is on Appendix 7**

## Honoraria

The Trust Board will not pay any honoraria to any member of the teaching staff for carrying out their professional duties as a teacher, recognising that there is no provision within the STPCD for the payment of bonuses or honoraria in any circumstances. [**Note**, *Schools that wish to pay honoraria will need to consult Trade Unions locally*]

## Chartered London Teachers

Teachers who have registered their intention to apply for Chartered London

Teacher status may, when eligible, apply to the head teacher once per academic year for assessment against the standards set out in Annex 2 of the School Teachers' Pay and Conditions Document.

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## Safeguarding

The Trust Board will operate salary safeguarding arrangements in line with the provisions of the 2019 STPCD.

## Appeals

The arrangements for considering appeals on pay determination are set out in **Appendix 6** of this policy.

## Monitoring the Impact of the Policy

The Trust Board will monitor the outcomes and impact of this policy on a yearly basis, including trends in progression across specific groups of teachers to assess its effect and the school's continued compliance with equalities legislation. Monitoring information will be shared and

discussed with Trade Union Representatives.

## Review

This policy will be reviewed annually by the Board of Trustees.

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## APPENDIX ONE

### REMIT FOR THE PAY COMMITTEE OF THE TRUST BOARD

The Pay Committee will comprise at least three trustees. All trustees, excluding those employed at the school, will be eligible for membership of the Pay Committee and will be eligible to take part in any discussions (including those relating to individuals) where their interest is no greater than that of the generality of staff at the school.

#### Establishment of the policy

The Pay Committee is responsible for:

- establishing the policy, in consultation with the head teacher, staff and trade union representatives, and submitting it to the Trust Board for approval.

#### The Trust Board is responsible for:

- formal approval of the policy.

#### Monitoring and review of the policy

The Pay committee is responsible for:

- reviewing the policy annually, in consultation with the head teacher, staff and trade union representatives; and submitting it to the Trust Board for approval.

#### The Trust Board is responsible for:

- considering an annual report (autumn term), including statistical information, on decisions taken in accordance with the terms of the policy.

#### Application of the policy

The Head Teacher is responsible for:

- ensuring that pay recommendations for the deputy and assistant head teacher(s), classroom teachers and support staff are made and submitted to the Pay Committee in accordance with the terms of the policy;
- advising the Pay Committee on its decisions; and
- ensuring that staff are informed of the outcome of decisions of the Pay Committee and of the right of appeal.

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**The Pay Committee of the Trust Board is responsible for:**

- taking decisions regarding the pay of the deputy and assistant head teacher(s), classroom teachers and support staff following consideration of the recommendations of pay reviewers and the advice of the head teacher;
- reviewing the head teacher's performance with the CEO and external consultant, who recommends any pay award to the Pay Committee of the Trust Board;
- submitting reports of these decisions to the Trust Board

**The Appeals Committee of the Trust Board is responsible for:**

- taking decisions on appeals against the decisions of the Pay Committee in accordance with the terms of the appeals procedure of the policy.

**The Pay Committee of the Trust Board is responsible for:**

- Taking decisions on the pay of headteachers following recommendations from the CEO; and
- Ensuring that the head teacher is informed of the outcome of the decision of the Trust and of the right of appeal.
- Taking decisions on pay of the CEO and CFO following evidence of successful performance reviews and making recommendations to the Trust Board

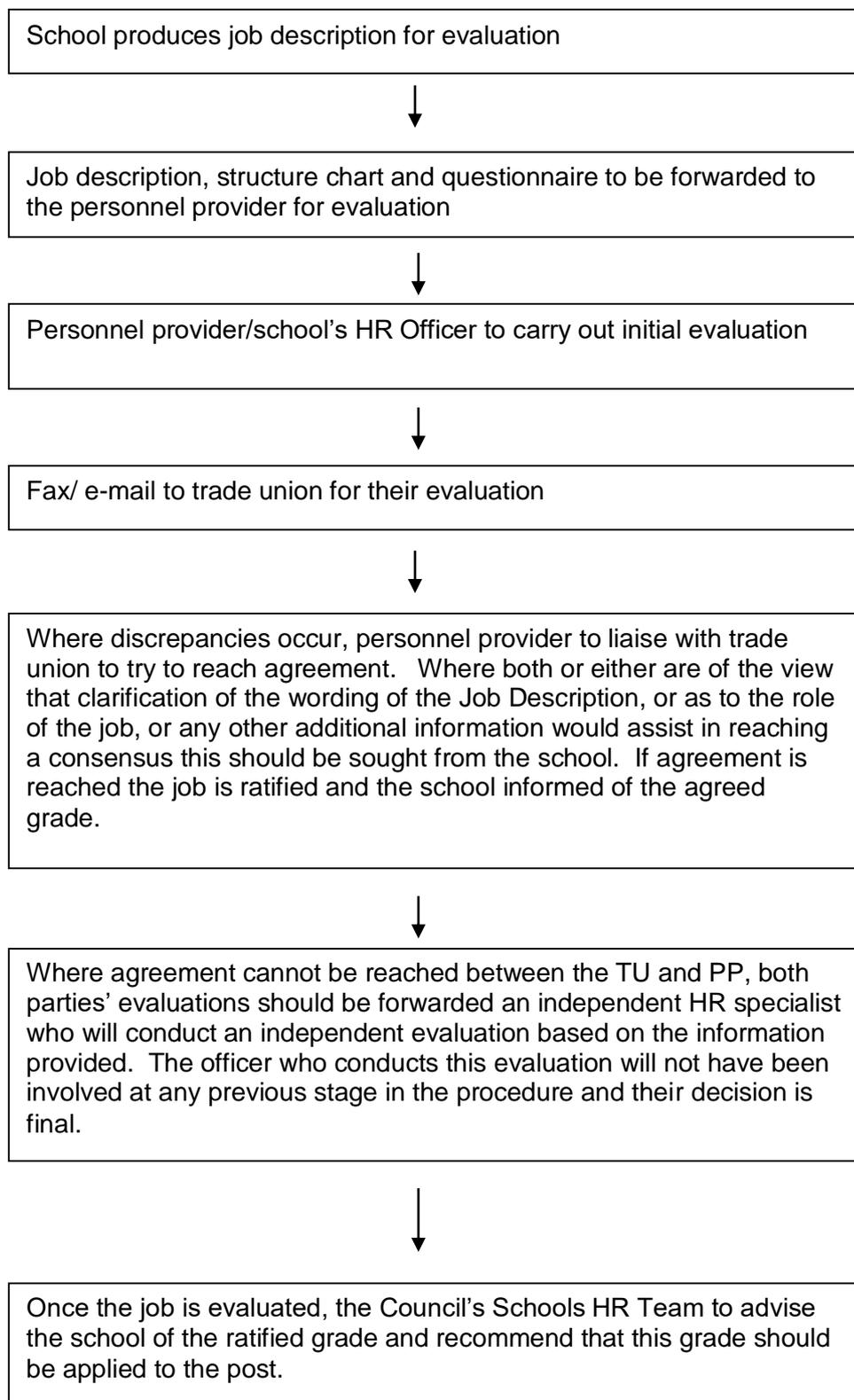
**The Appeals Committee of the Trust is responsible for:**

- Taking decisions on appeals against the decisions of the Pay Committee in accordance with the terms of the appeals procedure of the policy.

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## APPENDIX TWO

### Schools Job Evaluation Process for Support Staff





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N.B. Although schools have accepted the principles of job evaluation, if the school or member of staff who is employed is dissatisfied with the grade they may decide to apply to Trustees to increase the salary by using market supplements. This could create potential legal problems if it cannot be justified. The Council's Schools HR team will advise of potential implications. This process is not part of the job evaluation procedure which is exhausted at the appeal stage.

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## APPENDIX THREE

### UPPER PAY RANGE APPLICATION FORM

#### Teacher's Details:

Name \_\_\_\_\_

Post \_\_\_\_\_

#### PM/Appraisal Details:

Years covered by planning/review statements

Schools covered by planning/review statements

#### Declaration:

I confirm that at the date of this request for assessment to cross the threshold I meet the eligibility criteria and I submit performance management/appraisal planning and review statements covering the relevant period.

Applicant's signature \_\_\_\_\_

Date \_\_\_\_\_

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## APPENDIX FOUR

### 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 subject/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 subject/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.

## APPENDIX FOUR A

### EXPECTATIONS FOR UPPER PAY RANGE TEACHERS

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

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

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

| UPR 1  | UPR 2   | UPR 3   |
|--|---|---|
| <b>Accepted professional</b>   | <b>Established professional</b>   | <b>Senior and leading professional</b>  |
| <ul style="list-style-type: none"> <li>• Consistently good teaching and developing outstanding professional practice.</li> <li>• Will regularly support activities.</li> <li>• Most pupils will make good progress.</li> <li>• Will take an enthusiastic and proactive role in the school.</li> <li>• Performance Management objectives met each year.</li> <li>• Demonstrate and model good practice within own classes for other members of staff.</li> <li>• Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice and providing advice and feedback especially with those new to the profession.</li> <li>• Evaluate and develop the planning and</li> </ul> | <p>Over a sustained period:</p> <ul style="list-style-type: none"> <li>• Consistently good teaching and increasingly outstanding professional practice.</li> <li>• Will lead activities.</li> <li>• Some pupils will exceed good progress.</li> <li>• Will take an enthusiastic and proactive role in school.</li> <li>• Performance Management objectives met each year.</li> <li>• Will demonstrate and model good practice for other members of staff and contribute to policy and practice which has improved teaching and learning across the school.</li> <li>• Contribute to the professional development of colleagues across the school through coaching and mentoring, demonstrating effective</li> </ul> | <ul style="list-style-type: none"> <li>• Consistently good teaching and regularly outstanding teaching and professional practice.</li> <li>• Will create, develop and lead activities.</li> <li>• Over a sustained period, many pupils will exceed good progress.</li> <li>• Will take an enthusiastic and proactive role within the school and with wider stakeholders.</li> <li>• Challenging Performance Management objectives met each year.</li> <li>• Will coach and mentor staff to excellence and/or lead on the development of policy and practice which will improve teaching and learning across the school.</li> <li>• Contribute to the professional development of colleagues across the</li> </ul> |



|  |  |   |
|--|--|---|
| <p>delivery of the curriculum by contributing to schemes of work and developing resources.</p> | <p>practice and providing advice and feedback enabling teachers to improve their teaching practice.</p> <ul style="list-style-type: none"> <li>• Evaluate and develop the planning and delivery of the curriculum across the school, taking the lead on schemes of work and developing resources.</li> </ul> | <p>school through coaching and mentoring, demonstrating effective practice, and providing advice and feedback; moving teachers to Good or Outstanding teaching.</p> <ul style="list-style-type: none"> <li>• Evaluate and develop the planning and delivery of the curriculum across the school; taking the lead on schemes of work and developing resources, including cross curricular themes.</li> </ul> |
|--|--|---|

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## APPENDIX FIVE

### ASSESSMENT CRITERIA FOR LEADING PRACTITIONERS – THIS IS AN INTERIM CRITERIA PENDING INDIVIDUAL SCHOOLS DEVELOPING THEIR OWN LOCALLY

Teaching staff designated as Advanced Skills Teachers prior to 1 September 2013 will be assessed against the following standards:

#### PROFESSIONAL ATTRIBUTES

##### Frameworks

**P1** Contribute significantly, where appropriate, to implementing workplace policies and practice and to promoting collective responsibility for their implementation.

**E1** Be willing to take a leading role in developing workplace policies and practice and in promoting collective responsibility for their implementation.

**A1** Be willing to take on a strategic leadership role in developing workplace policies and practice and in promoting collective responsibility for their implementation in their own and other workplaces.

##### Personal professional development E2

Research and evaluate innovative curricular practices and draw on research outcomes and other sources of external evidence to inform their own practice and that of colleagues.

##### Professional Knowledge and Understanding

##### Teaching and learning

**P2** 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.

**E3** Have a critical understanding of the most effective teaching, learning and behaviour management strategies, and including how to select and use approaches that personalise learning to provide opportunities for all learners to achieve their potential.

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### Assessment and monitoring

**P3** 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.

**P4** Have up-to-date knowledge and understanding of the different types of qualifications and specifications and their suitability for meeting learners' needs.

**E4** Know how to improve the effectiveness of assessment practice in the workplace, including how to analyse statistical information to evaluate the effectiveness of teaching and learning across the school.

### Subject and Curriculum

**P5** Have a more developed knowledge and understanding of their subject /curriculum area and related pedagogy including how learning progresses within them.

**E5** Have an extensive and deep knowledge and understanding of their subjects/curriculum areas and related pedagogy gained for example through involvement in wider professional networks associated with their subjects/curriculum areas.

### Achievement and diversity

**E6** Have an extensive knowledge on matters concerning equality, inclusion and diversity in teaching.

### Health and well-being

**P6** Have sufficient depth of knowledge and experience to be able to give advice on the development and well-being of children and young people.

## PROFESSIONAL SKILLS

### Planning

**P7** 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.

- 
- E7** (a) Take a lead in planning collaboratively with colleagues in order to promote effective practice  
(b) identify and explore links within and between subjects/curriculum areas in their planning.

### Teaching

**P8** 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.

**E8** Have teaching skills which lead to excellent results and outcomes.

**E9** Demonstrate excellent and innovative pedagogical practice.

### Assessing, monitoring and giving feedback

**E10** Demonstrate excellent ability to assess and evaluate.

**E11** Have an excellent ability to provide learners, colleagues, parents and carers with timely, accurate and constructive feedback on learners' attainment, progress and areas for development that promotes pupil progress.

### Reviewing teaching and learning

**E12** Use local and national statistical data and other information, in order to provide (a) a comparative baseline for evaluating learners' progress and attainment, (b) a means of judging the effectiveness of their teaching, and (c) a basis for improving teaching and learning.

### Team Working and Collaboration

**P9** Promote collaboration and work effectively as a team member.

**E13** Work closely with leadership teams, taking a leading role in developing, implementing and evaluating policies and practice that contribute to school improvement.

**A2** Be part of or work closely with leadership teams, taking a leadership role in developing, implementing and evaluating policies and practice in their own and other workplaces that contribute to school improvement.

**P10** Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback.

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**E14** Contribute to the professional development of colleagues using a broad range of techniques and skills appropriate to their needs so that they demonstrate enhanced and effective practice.

**E15** Make well-founded appraisals of situations upon which they are asked to advise, applying high level skills in classroom observation to evaluate and advise colleagues on their work and devising and implementing effective strategies to meet the learning needs of children and young people leading to improvements in pupil outcomes.

**A3** Possess the analytical, interpersonal and organisational skills necessary to work effectively with staff and leadership teams beyond their own school.

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Teaching staff designated as Excellent Teachers prior to 1 September 2013 will be assessed against the following standards:

#### **Professional attributes**

**E1.** Be willing to take a leading role in developing workplace policies and practice and in promoting collective responsibility for their implementation.

**E2.** Research and evaluate innovative curricular practices and draw on research outcomes and other sources of external evidence to inform their own practice and that of colleagues.

#### **Professional knowledge and understanding**

**E3.** Have a critical understanding of the most effective teaching, learning and behaviour management strategies, including how to select and use approaches that personalise learning to provide opportunities for all learners to achieve their potential.

**E4.** Know how to improve the effectiveness of assessment practice in the workplace, including how to analyse statistical information to evaluate the effectiveness of teaching and learning across the school.

**E5.** Have an extensive and deep knowledge and understanding of their subjects/curriculum areas and related pedagogy gained for example through involvement in wider professional networks associated with their subjects/curriculum areas.

**E6.** Have an extensive knowledge on matters concerning equality, inclusion and diversity in

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teaching.

### **Professional skills**

**E7.** Take a lead in planning collaboratively with colleagues in order to promote effective practice, and identify and explore links within and between subjects/curriculum areas in their planning.

**E8.** Have teaching skills which lead to excellent results and outcomes.

**E9.** Demonstrate excellent and innovative pedagogical practice.

**E10.** Demonstrate excellent ability to assess and evaluate. Have an excellent ability to provide learners, colleagues, parents and carers with timely, accurate and constructive feedback on learners' attainment, progress and areas for development that promotes pupil progress.

**E12.** Use local and national statistical data and other information, in order to provide (a) a comparative baseline for evaluating learners' progress and attainment, (b) a means of judging the effectiveness of their teaching, and (c) a basis for improving teaching and learning.

**E13.** Work closely with leadership teams, taking a leading role in developing, implementing and evaluating policies and practice that contribute to school improvement.

**E14.** Contribute to the professional development of colleagues using a broad range of techniques and skills appropriate to their needs so that they demonstrate enhanced and effective practice.

**E15.** Make well-founded appraisals of situations upon which they are asked to advise, applying high level skills in classroom observation to evaluate and advise colleagues on their work and devising and implementing effective strategies to meet the learning needs of children and young people leading to improvements in pupil outcomes.

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## APPENDIX SIX

### Model Appeals Procedure

The School Teachers' Pay and Conditions Document ("the Document") requires schools and local authorities to have a pay policy in place that sets out the basis on which teachers' pay is determined and the procedures for handling appeals.

As part of the overall appraisal process, a pay recommendation is made by the Reviewer (normally the line manager) and discussed with the teacher at the Review Meeting prior to being submitted to the school's Pay Committee or relevant decision-making body. Written details of and the reasons for the pay recommendation will be given to the teacher.

At this particular stage of the pay determination process, if the teacher wishes to better understand the rationale for the pay recommendation or bring any further evidence to the attention of the Reviewer, they should be given the opportunity to do so before the final pay recommendation is drafted in the Review Statement. The nature of any subsequent appraisal and pay discussion will be informal and therefore representation (on either side) is not necessary nor would it be appropriate. At the conclusion of any further discussion, the pay recommendation may be adjusted or it may remain the same; the Review Statement will be updated to reflect the discussion.

If a teacher believes that the final pay recommendation falls short of their expectations and they wish to seek a further review of the information that affects their pay, they may wish to formally appeal against the decision, utilising the formal Appeal Hearing Procedure. Appeal Hearings against pay decisions must satisfy the dispute resolution requirements of employment law (i.e. Part 4 of the Trade Union and Labour Relations (Consolidation) Act, 1992) and the ACAS Code of Practice.

Equally, all **support staff** within the Trust have a right of appeal against a pay determination and should follow the same process outlined below.

### Appeal Hearing Procedure

It is the intention that the Appeals Procedure will be dealt with promptly, thoroughly and impartially.

### Guidance

- When a member of staff feels that a pay decision is incorrect or unjust, they may appeal

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against that decision, especially when there is new evidence to consider.

- Teachers / Head Teachers should put their appeal in writing to either the Head Teacher or the Trust Board; their appeal should include sufficient details of its basis.
- Appeals should be heard without unreasonable delay and at an agreed date, time and place.
- Staff have a statutory right to be accompanied at any stage of an appeal hearing by a companion who may be either a work colleague or a trade union representative (this includes the informal stage).

### **Appeal Procedure Steps: Informal Stage**

As part of the pay determination process, the line manager (“the recommendation provider”) will make a recommendation to the “the decision maker” (the person/s or committee responsible for approving the pay recommendation) supported by relevant assessment evidence. On determining an employee’s pay, “the decision maker” will write to the employee advising them of the pay decision, the reasons for it and will, at the same time, confirm their right to appeal the decision to “the decision maker”.

If the employee wishes to appeal the decision, they must do so in writing to “the decision maker”, normally with 10 school working days or within a mutually agreed alternative timescale. The appeal must include a statement, in sufficient detail, of the grounds of the appeal. In the event that an initial appeal is raised, “the decision maker” must then arrange to meet the teacher to discuss the appeal. “The recommendation provider” should also be invited to the meeting to clarify the basis for the original recommendation.

“The decision maker” will reconsider the decision in private and write to the teacher to notify them of the outcome of the review and of the employee’s right of appeal to the Trust Board. If the employee wishes to exercise their right of appeal, they must write to the Clerk of the Trust Board at the earliest opportunity and normally within 10 school working days, including a statement of the grounds of the appeal and sufficient details of the facts on which they will rely.

This will invoke the Formal Stage of the Appeal Procedure.

### **Appeal Procedure Steps: Formal Stage**

On receipt of the written appeal, the Clerk to the Trust Board will establish an Appeal Committee that should consist of three trustees, none of whom are staff in the school or have been

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previously involved in the relevant pay determination process, and convene a meeting of the Appeal Committee at the earliest opportunity and no later than 15 school working days of the date on which the written appeal was received. Both “the recommendation provider” and “the decision maker” will be required to attend the meeting.

The Chair of the Appeal Committee will invite the employee to set out their case. Both “the recommendation maker” and “the decision maker” will also be asked to take the committee through the procedures that were observed in their part of the pay policy determination process.

Following the conclusion of representations by all relevant parties, the Appeal Committee will then consider all the evidence in private and reach a decision. The Appeal Committee will write to the teacher notifying them of their decision and the reasons for it. Other attendees at the meeting will also be notified of the decision. The decision of the Appeal Committee is final.

### **The Modified Procedure**

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

Where an employee has, whilst employed at the school, lodged an appeal against a pay decision but has then subsequently left the school’s employment before any appeal hearing is held, the following steps will be observed:

1. The employee must have set out details of their appeal in writing;
2. The employee must have sent a copy of their appeal to the Chair of the Trust Board;
3. The Chair of the Trust Board will consult with relevant school personnel and provide the member of staff with an appropriate written response on behalf of the school.

## APPENDIX SEVEN

### Executive pay at The Tower Trust

|                |          |                     |
|----------------|----------|---------------------|
| CFO LP09       | SCP 9-12 | £71,763 – 80,265    |
| CEO Leadership | L34-43   | £102,894 - £125,098 |

### Annual pay ranges for Headteachers 2020

|                | Inner London Area<br>£ |
|----------------|------------------------|
| <b>Group 1</b> | £55,715 - £71,411      |
| <b>Group 2</b> | £58,132 - £76,249      |
| <b>Group 3</b> | £62,066 - £81,461      |
| <b>Group 4</b> | £66,114 - £87,062      |
| <b>Group 5</b> | £72,125 - £95,216      |
| <b>Group 6</b> | £77,011 - £104,211     |
| <b>Group 7</b> | £82,277 - £114,074     |
| <b>Group 8</b> | £89,919 - £125,098     |

### Teaching & Learning Responsibility Payments (TLRs) - 2020

TLR1 £8,291 - £14,030 per annum

TLR2 £2,873 - £7,017 per annum

TLR 3: the annual value of a TLR3 must be no less than £571 and no greater than £2,833

### Recruitment & Retention Allowance – 2020 (Fixed rate)

1. £1000
2. £1500
3. £2000
4. £2500

5. £3000

**Teachers' Pay Scales from September 2020** – In accordance with the statutory guidelines & agreed with unions.

**MAIN PAY** **Inner London**

**RANGE**

|                    |         |
|--------------------|---------|
| <b>1 (minimum)</b> | £32,157 |
| <b>2</b>           | £33,658 |
| <b>3</b>           | £35,226 |
| <b>4</b>           | £36,866 |
| <b>5</b>           | £39,492 |
| <b>6 (maximum)</b> | £42,624 |

**UPPER PAY** **Inner London**

**RANGE**

|                    |         |
|--------------------|---------|
| <b>1 (minimum)</b> | £46,971 |
| <b>2</b>           | £49,279 |
| <b>3 (maximum)</b> | £50,935 |

**LEADING** **Inner London**

**PRACTITIONER**

**RANGE**

|                |         |
|----------------|---------|
| <b>minimum</b> | £50,415 |
| <b>maximum</b> | £72,480 |

**UNQUALIFIED** **Inner London**

**TEACHERS**

|          |         |
|----------|---------|
| <b>1</b> | £22,849 |
| <b>2</b> | £24,962 |
| <b>3</b> | £27,075 |
| <b>4</b> | £29,187 |




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|   |         |
|---|---------|
| 5 | £31,298 |
| 6 | £33,410 |

**LEADERSHIP  
GROUP PAY  
RANGE \***

**Inner London**

|    |         |
|----|---------|
| 1  | £50,157 |
| 2  | £51,229 |
| 3  | £52,313 |
| 4  | £53,414 |
| 5  | £54,552 |
| 6  | £55,715 |
| 7  | £57,003 |
| 8  | £58,132 |
| 9  | £59,380 |
| 10 | £60,701 |
| 11 | £62,066 |
| 12 | £63,319 |
| 13 | £64,700 |
| 14 | £66,114 |
| 15 | £67,556 |
| 16 | £69,146 |
| 17 | £70,552 |
| 18 | £72,125 |
| 19 | £73,715 |
| 20 | £75,345 |
| 21 | £77,011 |
| 22 | £78,725 |
| 23 | £80,472 |
| 24 | £82,277 |
| 25 | £84,119 |
| 26 | £86,001 |
| 27 | £87,933 |
| 28 | £89,919 |



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|           |          |
|-----------|----------|
| <b>29</b> | £91,953  |
| <b>30</b> | £94,039  |
| <b>31</b> | £96,168  |
| <b>32</b> | £98,355  |
| <b>33</b> | £100,604 |
| <b>34</b> | £102,894 |
| <b>35</b> | £105,253 |
| <b>36</b> | £107,658 |
| <b>37</b> | £110,142 |
| <b>38</b> | £112,664 |
| <b>39</b> | £115,215 |
| <b>40</b> | £117,898 |
| <b>41</b> | £120,645 |
| <b>42</b> | £123,461 |
| <b>43</b> | £125,098 |

\*One member of staff, for historical reasons, is paid outside the above national scales. This is a fixed salary point.

**APPENDIX EIGHT**

- Support Staff Salary Range April 2020

| SCALE<br>CODE<br>RANGE | ANNUAL<br>SALARY<br>01/04/19 |  | SPINE<br>POINT | ANNUAL<br>SALARY<br>01/04/20 |
|------------------------|------------------------------|--|----------------|------------------------------|
| SCALE1A1<br>(1)        | £21,231                      |  | 1              | £21,816                      |
| SCALE1A2<br>(2-3)      | £21,612                      |  | 2              | £22,206                      |
| SCALE 1<br>(1-3)       | £22,002                      |  | 3              | £22,608                      |
|                        |                              |  |                |                              |
| SCALE 2<br>(3-4)       | £22,002                      |  | 3              | £22,608                      |
|                        | £22,398                      |  | 4              | £23,016                      |
| SCALE 3<br>(5-6)       | £22,800                      |  | 5              | £23,427                      |
|                        | £23,211                      |  | 6              | £23,850                      |
| SCALE 4<br>(7-10)      | £23,628                      |  | 7              | £24,279                      |
|                        | £24,054                      |  | 8              | £24,717                      |
|                        | £24,486                      |  | 9              | £25,161                      |
|                        | £24,927                      |  | 10             | £25,614                      |
|                        | £25,377                      |  | 11             | £26,076                      |
| SCALE 5<br>(12-15)     | £25,833                      |  | 12             | £26,544                      |
|                        | £26,298                      |  | 13             | £27,024                      |
|                        | £26,772                      |  | 14             | £27,510                      |
|                        | £27,255                      |  | 15             | £28,005                      |
|                        | £27,744                      |  | 16             | £28,509                      |
|                        | £28,245                      |  | 17             | £29,022                      |
| SCALE 6<br>(18-20)     | £28,752                      |  | 18             | £29,544                      |
|                        | £29,271                      |  | 19             | £30,078                      |
|                        | £29,796                      |  | 20             | £30,618                      |
|                        | £30,333                      |  | 21             | £31,170                      |
|                        | £30,879                      |  | 22             | £31,731                      |
| SO1 (23-<br>25)        | £31,434                      |  | 23             | £32,301                      |
|                        | £32,001                      |  | 24             | £32,883                      |
|                        | £32,577                      |  | 25             | £33,474                      |
|                        | £33,162                      |  | 26             | £34,074                      |
| SO2 (27-<br>29)        | £33,759                      |  | 27             | £34,689                      |
| PO1 (28-<br>31)        | £34,128                      |  | 28             | £35,067                      |



|             |         |  |    |         |
|-------------|---------|--|----|---------|
|             | £34,986 |  | 29 | £35,949 |
| PO2 (30-33) | £35,637 |  | 30 | £36,618 |
|             | £36,486 |  | 31 | £37,491 |
|             | £37,413 |  | 32 | £38,442 |
| PO3 (33-36) | £38,403 |  | 33 | £39,462 |
|             | £39,543 |  | 34 | £40,632 |
|             | £40,491 |  | 35 | £41,607 |
| PO4 (36-39) | £41,466 |  | 36 | £42,609 |
|             | £42,432 |  | 37 | £43,599 |
|             | £43,404 |  | 38 | £44,598 |
| PO5 (39-42) | £44,373 |  | 39 | £45,594 |
|             | £45,288 |  | 40 | £46,536 |
| PO6 (41-44) | £46,293 |  | 41 | £47,568 |
|             | £47,274 |  | 42 | £48,576 |
|             | £48,252 |  | 43 | £49,581 |
|             | £49,203 |  | 44 | £50,559 |

GLEA Senior Leaders Pay Scales

| SCALE CODE  | SPINE POINT |  | ANNUAL SALARY |  |
|-------------|-------------|--|---------------|--|
| LPO7 (1-4)  | 1           |  | £52,569       |  |
|             | 2           |  | £53,574       |  |
|             | 3           |  | £54,597       |  |
|             | 4           |  | £55,665       |  |
| LPO8 (5-8)  | 5           |  | £64,287       |  |
|             | 6           |  | £65,382       |  |
|             | 7           |  | £66,435       |  |
|             | 8           |  | £67,521       |  |
| LPO9 (9-12) | 9           |  | £71,763       |  |
|             | 10          |  | £74,568       |  |
|             | 11          |  | £77,361       |  |
|             | 12          |  | £80,265       |  |