



Truro and Penwith
Academy Trust

Pay Policy

Review Summary

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Contents of Pay Policy 2024-2025

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SECTION 1 – TERMS OF REFERENCE

1 Introduction

- 1.1 This Pay Policy and guidance has been determined by Truro and Penwith Academy Trust (TPAT) following consultation with a group of TPAT Headteachers and Trade Unions. The Pay Policy is to be used by all TPAT schools immediately.
- 1.2 This Pay Policy sets out the framework for making decisions on pay. It has been developed to comply with current legislation and the requirements of the [School Teachers' Pay and Conditions Document STPCD](#), the Conditions of Service for School Teachers in England & Wales (known as the [BURGUNDY BOOK](#)), and the [National Agreement on Pay and Conditions of Service](#) (otherwise known as the [GREEN BOOK](#) for Support Staff), with the exception of the pay scale as TPAT has its own.
- 1.3 In adopting this Pay Policy the aim is to:
- assure the quality of teaching and learning within TPAT schools;
 - support recruitment and retention and reward employees appropriately; and
 - ensure accountability, transparency, objectivity and equality of opportunity.
- 1.4 This policy complies with equalities legislation such as the [Employment Rights Act 1996](#), [Employment Relations Act 1999](#), [Employment Act 2002](#), [Part Time Workers \(Prevention of Less Favourable Treatment\) Regulations 2000](#), [The Fixed Term Employees \(Prevention of Less Favourable Treatment\) Regulations 2002](#) and [Equality Act 2010](#) & [Equality Act 2010/2012: guidance](#).
- 1.5 The Headteacher will maintain Main Pay Range and Upper Pay Range teachers' previous pay entitlements in accordance with the principle of pay portability and ensure that teachers suffer no financial or professional detriment as a consequence of changes to the teachers' pay structure.
- 1.6 Pay decisions for all staff are made by the Headteacher, or by the Trust for Headteachers & central team employees.
- 1.7 School days refers to days on which the schools are open to pupils.
- 1.8 If the Headteacher is unclear about the application of the policy or guidance, they should seek advice from TPAT's HR Team.

2 Purpose

- 2.1 The purpose of this policy and guidance is to establish an open and transparent framework that enables Headteachers in TPAT schools & the Trust for Headteachers & central team employees to manage pay issues and to ensure that staff are paid on a fair and equitable basis.
- 2.2 This Pay Policy will also ensure consistency of treatment in dealing with the administration of pay matters such as:
- support and promote a collaborative working ethos within and between schools;
 - reduce the potential for grievances, pay appeals, discrimination claims and other disputes arising;
 - secure employee recruitment and retention within individual schools and across the teaching and support staff professions as a whole;

- not increase financial or budgetary pressures on schools, particularly important at a time of cuts to school budgets;
- ensure parity between employees of all subjects and curriculum areas.

3 Scope

3.1 The policy aims to:

- maximise the quality of teaching and learning in TPAT;
- support the recruitment and retention of a high-quality workforce;
- recognise and reward staff for their contribution to TPAT;
- ensure that pay decisions are made in a fair and transparent manner in accordance with the principles of equal pay and equal opportunities;
- ensure that available monies are allocated appropriately.

3.2 TPAT acknowledges the Department for Education (DfE) warning that pay discretion must not be exercised with the objective of increasing final salary for pension purposes. Teachers' Pensions Regulations allow the Secretary of State to intervene where there is evidence of an unreasonable increase in salary and may disregard for pension purposes any such award, specifically salary increases over 10% awarded in the teacher's final year will be disregarded by Teachers' Pensions.

3.3 All teachers are paid in accordance with the statutory provisions of the [STPCD](#) as updated from time to time. The Headteacher will ensure that all teachers are paid within the statutory ranges set out in the [STPCD](#).

3.4 TPAT's Board of Trustees will annually determine the extent of any salary increase for teachers, following the recommendations of the School Teachers' Review Body. Normally the STRB recommended pay increase will be applied to all existing pay and allowances for all teachers from September each year. However, in exceptional circumstances, TPAT reserves the right to apply the increase recommended in the [STPCD](#), set its own percentage or make no award.

3.5 For support staff, TPAT's Board of Trustees will apply any increases to the national minimum wage in April of each year. The Board will normally apply the nationally agreed award in September of each year. However, in exceptional circumstances, TPAT reserves the right to apply the cost of living award recommended, set its own percentage or make no award.

4 Continuous Service on Appointment

4.1 Previous continuous service accrued by teachers and support staff, where employed by a body described in the Redundancy Payments (Continuity of Employment in Local Government etc) (Modification) Order 1999 (see TPAT intranet "HR & Payroll" "Workplace Issues & Solutions" "Redundancy"), providing there has been no break of more than **four weeks** in employment. School holidays count towards continuous service. Other previous service will be considered on a case by case basis.

4.2 Where an employee is transferred into TPAT, continuity of service is protected under the [TUPE Regulations](#) where there is a TUPE transfer.

4.3 If the employee has previously received a redundancy payment from one of the organisations listed in the Order, continuous service is broken, even if they were not eligible for a redundancy payment.

5 Pay Progression

5.1 In accordance with the Trust "Growing Great People" (professional growth policy) all teachers on pay ranges will have automatic pay progression up to the top of their range unless there is

evidence of the Trust capability procedure being invoked at a formal stage. The exceptions are Headteachers whose pay will be subject to approval from the Remuneration Committee of Trustees and Upper Pay Range Teachers who need to apply in accordance with paragraph 16 of this document.

The Headteacher will ensure that all teachers are given a written statement setting out their salary and any other financial benefits to which they are entitled. A draft Salary Statement is provided at [Appendix 6](#).

- 5.2 For Classroom Teachers, the salary statement should include identification of the pay point on the appropriate pay range and any allowances payable. We recommend that the salary statement should also identify any safeguarded amounts of money.
- 5.3 For members of the Leadership Group, the statement should include the Individual Pay Range (IPR) (5 point range for Heads of School, Deputy & Assistant Heads or 7 point range for Headteachers & Executive Headteachers), the salary point and any other payments relating to their contract.

6 Full Time Teachers

- 6.1 Teachers on the Main Pay Range and Upper Pay Range can only be required to work a total of a maximum of 1265 hours per year, 39 weeks per year, 195 days per year, 32.44 hours per week, 6.487 hours per day.
- 6.2 Employees paid on the Leadership Group and those on the Leading Practitioner Pay Range do not operate on a time-bound contract (1265 hours per year) and are not subject to the working time provisions of the [STPCD](#).

7 Part Time Teachers

- 7.1 Teachers employed on an ongoing basis at the school but who work less than a full working week are deemed to be part time. The Headteacher 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 (STTW) for a full time teacher in an equivalent post. Any additional hours worked beyond the contractual hours by agreement from time to time will be paid at the same rate. The salary and allowances, except for TLR3s, of a part time teacher must be determined in accordance with the pro rata principle.
- 7.2 Each school will calculate the proportion of time a part time teacher works against the School's Timetabled Teaching Week (STTW). The STTW refers to the school session hours that are timetabled for teaching, including PPA time and other non-contact time but excluding break times, registration and assemblies.
- 7.3 The STTW of a full time classroom teacher is to be used as the figure for calculating the percentage of the STTW for a part time teacher at the school.

For example, if the school day, excluding registration and assembly, runs from 9.00am to 12.15pm and again from 1.15pm to 3.30pm with one 15-minute break in the morning session and one 15-minute break in the afternoon session, the school's timetabled teaching week for a full time teacher would be calculated as; morning session = 3 hours, afternoon session = 2 hours, whole day = 5 hours, STTW = 25 hours.

If a part time classroom teacher in the example above were employed at the school in question for mornings only, working 9.00am to 12.15pm every day, their percentage of the STTW would be calculated as 15 hours per week, 60% of full time (15/25). Such a part time teacher on M5 working at 60% of full time would be entitled to a part time salary of £24,263 (60% of £40,439). The same percentage is used to calculate the 'directed time' hours, so 60% of the 1265 directed

time hours of a full time teacher amounts to 759 hours directed time for the part time teacher. A straightforward deduction of the 'directed time' hours required for the STTW across the school year (585 hours, or 15 hours per week multiplied by 39 weeks) provides the remaining available 'directed time' for the part time teacher in the school year (759-585 = 174 hours).

	Morning Session (less breaks, registration, assembly)	+	Afternoon Session (less breaks, registration, assembly)	x	Number of days in time table	=	STTW	% of STTW
Full Time	3 hours	+	2	x	5	=	25 hours	100%
Part Time	3 hours	+	0	x	5	=	15 hours	60%

7.4

Directed Time

Directed time begins from the moment that the teacher is expected to be in school. So if pupils arrive at 8.30 am but teachers are expected to be in a meeting at 8.15 am, directed time starts from 8.15 am.

Each school should produce an annual school calendar and the following are to be included in direct time calculations:

- teaching time;
- PPA time;
- break times (but not lunchtimes, when teachers can't be required to do this);
- cover;
- parents evenings;
- after school meetings;
- INSET/CPD;
- anything else which teachers are "directed" to do and which requires their professional skills.

The full list is in Sections 51 & 52 of the [STPCD](#).

It is good practice to include some buffer time within the Directed Time budget to allow for the unexpected.

Should you require assistance with this, TPAT's Director of Education is available to support you.

7.5

Part time teachers cannot be required to work or attend non-pupil days, or parts of days, on days they do not normally work, but it should be open to the teacher to attend by mutual agreement with the Headteacher.

8 Planning & Preparation Time

8.1

All Main Pay Range and Upper Pay Range teachers who participate in the teaching of pupils are entitled to reasonable periods of Planning, Preparation and Assessment (PPA) time as part of the 1265 hours (or pro rata equivalent) to enable the discharge of the professional responsibilities of teaching and assessment. PPA time must be provided in units of not less than half an hour during the School's Timetabled Teaching Week and must amount to not less than 10% of the teacher's timetabled teaching time. A teacher must not be required to carry out any other duties during the teacher's PPA time.

8.2

All Leadership Group and Leading Practitioner teachers with leadership or management responsibilities are entitled, so far as is reasonably practicable, to a reasonable amount of time during school sessions for the purpose of discharging those responsibilities.

9 Supply Teachers

- 9.1 Teachers employed on a day-to-day basis will be paid on a daily rate 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. Teachers will be paid at a daily rate of 1/195th of the annual pay they would receive if engaged on a regular contract.
- 9.2 In addition, a day's employment at a school is defined as 6.487 hours. This will include an element of non-contact time and as such the Headteacher may direct the teacher to undertake other reasonable duties within these hours.
- 9.3 Teachers who work less than a full day will be hourly paid calculated on the assumption that a full working year consists of 1265 hours; periods of employment for less than a day being calculated pro rata. Teachers will be paid at an hourly rate of 1/1265th of the annual pay they would receive if engaged on a regular contract.
- 9.4 If a Supply Teacher is employed for more than **4 weeks** they should be offered a contract of employment with their salary being adjusted from their start date in line with their contracted counterparts.

10 Stepping Down Arrangements

- 10.1 Headteachers and Deputy Headteachers appointed before September 2000 and Executive Headteachers, Headteachers, Heads of School, Deputies and Assistant Headteachers appointed after that date and who have been in post for more than **1 year** are eligible to be paid on Point 1 of the Upper Pay Range if they revert to being a Classroom Teacher.
- 10.2 Executive Headteachers, Headteachers, Heads of School, Deputies and Assistant Headteachers appointed after 1 September 2003 who have already been awarded UPR2 or UPR3 will revert to that level if they step down from their post to be a Classroom Teacher. TPAT for Executive Heads and Headteachers, and the Headteacher for Deputy or Assistant Headteachers, have the discretion to revert an employee to a point higher than they were previously on if they have a) sufficient service and b) if their performance justifies the increase.

11 Pay Appeals Procedure

- 11.1 If pay is withheld as a result of formal capability procedures, employees have the right to appeal against this decision.
- 11.2 The Headteacher should establish an Appeals Committee, normally of three governance members, to hear the pay appeal.
- 11.3 Employees wishing to appeal should write to the Headteacher, stating the basis of the appeal, within **ten school working days** of receipt of notification from the Headteacher that their pay is being withheld. TPAT's HR Team is available for advice.
- 11.4 The employee has the right to be represented by a colleague or trade union representative and may present her/his case in writing and/or orally. The school's case will be presented by the Headteacher.
- 11.5 Decisions are final and binding on both parties and may not be reopened under grievance procedures. Grievance procedures should not be used for appeals against pay decisions.
- 11.6 The Appeals Committee's decision will be confirmed in writing within **five school days** of the hearing. The Appeals Committee decision shall be final.

12 Business Travel and Expenses

Where employees are required to travel in the course of their duties, the following allowances will apply:

12.1 Travel Allowance

It is the responsibility of all employees to ensure that their vehicle has current Road Tax, MOT certificate and is in a safe and roadworthy condition. Employees must also ensure that they have adequate business insurance cover for travel undertaken as part of their role. If a member of staff is requested or required to travel for business related reasons and this is not part of their normal duties, the employer will ensure that adequate business insurance cover is provided.

- 12.1.1 Mileage expenses to and from meetings, training events or other Trust business may be claimed at the rates below. Alternatively, the cost of second class rail fare will be reimbursed for train journeys or where the cost of second class rail fare is lower than the total cost of mileage.

Vehicle	Rates	+ Passenger(s)
Cars	45p per mile	50p per mile
Motorcycles	24p per mile	
Cycles	10p per mile	
Train	2 nd class rail fare	

- 12.1.2 If the car is used to carry passengers, an additional flat rate of 5p per mile can be claimed.
- 12.1.3 Consideration should be given as to whether booking a hire car, arranged through the School Administrator or central team, is the more economical option. The number of days for which the hire is required and the length of the journey are the important factors. As a guideline, journeys from Truro to Exeter and beyond will require a 24 hour hire and journeys requiring a 48 hour hire to Bristol and beyond will be cheaper by hire car. Employees should discuss the most cost effective option with their School Administrator or central Finance Team.
- 12.1.4 Rail travel may be a more economical alternative to motor vehicles, so employees may use the train to claim the standard second class rail fare for the journey. Tickets should be pre-booked if possible, through the School Administrator or central Finance Team. However, if that is not possible, rail tickets must be submitted to the School Administrator or attached to the expenses claim form in support of the claim.

12.2 Subsistence Payments

- 12.2.1 Where employees are required to attend events at locations other than Trust premises, the payment of overnight accommodation and other subsistence allowances may be claimed for actual expenditure incurred up to the maximum limits given below. Such claims will normally be paid only in circumstances where employees are required to travel out of Cornwall (beyond Plymouth) and incur an overnight stay. Where it is agreed that the out of Cornwall journey will be made in a single day and this involves the working day starting before 8 am and finishing after 8 pm, claims for reimbursement up to the maximum shown below for lunch and an evening meal are permitted.

Subsistence Allowances	Maximum
Breakfast (departure before 7am)	£10.00
Lunch	£10.00
Evening Meal	£25.00
Commercial Accommodation	£150.00

- 12.2.2 Best value must be sought in all cases, for example, use of Travelodge or similar wherever possible, and accommodation pre-booked through the school office or finance team.

- 12.2.3 Only actual expenditure incurred up to these limits may be claimed and the claim must be supported by invoices/receipts. Failure to supply proper receipts will invalidate the claim.

12.3 Other Expenses

- 12.3.1 Other expenses incurred in the conduct of School/Trust business will need to be approved on an individual basis by the school's Headteacher or the central team Line Manager.
- 12.3.2 Claims for expenses must be supported by invoices/receipts. Failure to supply proper receipts will invalidate the claim.
- 12.3.3 With prior approval, the school will meet the costs of approved training courses and conferences attended by employees.

12.4 How to Claim

- 12.4.1 Employees should complete an 'employee mileage reimbursement form' or an 'employee expenses reimbursement form', both of which are available under HR & Payroll on the intranet.
- 12.4.2 Employees should check the accuracy of their form, attach receipts, sign it and forward it to their central team Line Manager or school Headteacher for authorisation.
- 12.4.3 Signed and authorised school claim forms should be uploaded to The Vault by the payroll deadlines provided to be processed by your Payroll Representative.
- 12.4.4 Signed and authorised central team claim forms should be either placed on the desk in the payroll team office or scanned and emailed to the payroll representative by the payroll deadlines provided, so as not to cause any delay in payment.

13 Monitoring the Impact of the Policy

- 13.1 The outcomes of pay decisions need to be fair to all employees and comply with equalities legislation. In particular, the Trust will need to ensure that its pay arrangements:
- do not discriminate unlawfully;
 - advance equal opportunities;
 - promote good relations between different groups.
- 13.2 The Trust will need to evaluate the operation of the Pay Policy to ensure that:
- there is no actual, or potential for, discrimination or disadvantage in terms of their access to/eligibility for pay progression opportunities on each of the pay ranges;
 - decisions made in respect of the use of additional payments and allowances do not discriminate against particular groups;
 - the outcome of all pay decisions is fair and equitable;
 - the reasons for anomalies or other disparities are examined, explained and remedial action taken.
- 13.3 The Trust will monitor the outcomes and impact of the Pay Policy on a regular basis.

SECTION 2 – TEACHERS’ PAY

14 Leadership Posts

(Executive Headteacher, Headteacher, Heads of School, Deputy Headteacher and Assistant Headteacher)

14.1 Prior to instigating a recruitment and selection process, the Trust will need to address a number of questions before reaching a decision on the salary of a new Leadership employee.

- What is the School’s Headteacher Group?
- Choice of the Individual Pay Range (IPR)
- Choice of Starting Salary Point within the IPR

14.2 Determination of Leadership Pay Ranges

Headteacher Groups should be calculated as per paragraph 6 of the [STPCD](#). A document to assist you with this calculation is available at [Appendix 1](#). Once the correct School Group has been identified, the Trust will exercise its discretion to set a minimum and maximum IPR within the declared group size. In deciding which minimum and maximum IPR to adopt, the Trust should take into account the following:

For Headteachers:

- the school’s size relative to the group and circumstances;
- any changes in duties and responsibilities of the Headteacher; and
- the relative salary ranges of any other teachers appointed to the Leadership Group.

For Heads of School, Deputy & Assistant Headteachers:

- that the minimum of the pay range should be higher than the salary of the highest paid classroom teacher;
- the maximum of the pay range should normally be below the lowest point of the Headteacher’s pay range;
- the responsibilities of the Head of School, Deputy or Assistant Headteacher; and
- the social, economic and cultural background of the pupils in school.

14.3 The Headteacher’s IPR should be a 7 point range and the IPR for Heads of School, Deputy and Assistant Headteachers should be a 5 point range. Having decided upon the range, the Trust will then determine a starting salary taking into account the following requirements:

For Headteachers:

- the Headteacher’s salary should be within the range; and
- the candidate’s existing salary (if currently employed), and his/her skills, knowledge and experience and any other factors which are relevant to attract the chosen candidate;
- the Individual Pay Range (IPR) of the Headteacher would normally be higher and not overlap with the Pay Range(s) of any Head of School, Deputy or Assistant Headteacher(s); and
- the complexity and challenge of the role in the particular context of the school.

For Heads of School, Deputy & Assistant Headteachers:

- the Head of School, Deputy and/or Assistant Headteacher’s salary should be within the pay range; and

- the candidate's existing salary (if currently employed), and his/her skills, knowledge and experience and any other factors which are relevant to attract the chosen candidate.

14.4 The Headteacher will also take account of any other permanent payments, made to staff within the school to ensure that appropriate differentials are created and maintained between posts of differing responsibility and accountability.

14.5 As a minimum, the School Group should be reviewed at least every **three years**.

14.6 The Trust will normally appoint new Leadership teachers at the bottom point of the relevant pay range (see [Appendix 2](#)). However, in exceptional circumstances it is recommended that the starting salary is within the first 3 points of the IPR to allow for future increases.

14.7 Determination of Temporary Payments to Headteachers

Temporary payments to the Headteacher will be determined in accordance with the provisions of the [STPCD](#) and will be reviewed annually.

In wholly exceptional circumstances the Trust can use its discretion to exceed the 25% limit on temporary payments to Headteachers, as set out in paragraph 10 of the [STPCD](#). In such circumstances where discretion is exercised by the Trust with regard to the Headteacher's pay, this will be formally discussed and agreed by the Trust and the rationale will be recorded in the minutes of the meeting.

14.8 If a Headteacher takes on permanent accountability for one or more additional schools, changes to pay ranges will be determined on a case by case basis.

14.9 Leadership Professional Responsibilities

Teachers employed in a Leadership post are not limited to the 1265 hours of directed time that applies to classroom teachers. As a consequence of the greater responsibilities placed upon members of the Leadership Group, they should receive a salary differential over the highest paid classroom teacher.

14.10 The Headteacher will pay teachers as Deputy or Assistant Headteachers only where they are satisfied that, in the context of the teacher's duties, the role includes a significant responsibility that is not required of all classroom teachers or TLR holders, and that the role:

- is focused on teaching and learning;
- requires the exercise of a teacher's professional skills and judgement;
- requires the teacher to lead and manage the school through;
 - ❖ development of teaching and learning priorities across the school;
 - ❖ accountability for the standards of achievement and behaviour of pupils across the school;
 - ❖ accountability for the planning and deployment of the school's resources;
 - ❖ leading policy development and implementation across the school in accordance with statutory provisions;
 - ❖ managing whole school operational activity;
 - ❖ working with external bodies and agencies;
 - ❖ securing pupils' access to their educational entitlements;
- has an impact on the educational progress of the school's pupils;
- involves leading, developing and enhancing the teaching practice of the school's staff; and

- includes line management responsibility for a significant number of people and/or the line management of other line managers.

In the case of a Deputy Headteacher post, the Headteacher must also be satisfied that this significant responsibility features a job weight which exceeds that expected of an Assistant Headteacher employed in the same school, including responsibility for discharging in full the responsibilities of the Headteacher/Head of School in the absence of the Headteacher/Head of School.

14.11 Changes to Individual Pay Range and Leadership Pay Point

The Trust / Headteacher has the discretion to review the pay ranges minimum and maximum at any stage in response to **significant** changes to the school's circumstances, within the restrictions of the [STPCD](#). If the Trust / Headteacher decides to change the range then it should be applied to any review following that determination.

14.12 Impact of a Reduction in Group Size upon the Leadership Group

Should a school be assigned to a lower Group, the Headteacher/Head of School and Deputy/Assistant Headteacher serving at the school, shall, while they remain in post at that school, continue to receive the existing pay points on the Leadership Group Pay Range but the Trust / Headteacher must review the IPR.

14.13 Executive Headships

Where the Headteacher is appointed as an Executive Headteacher of more than one school the Trust must determine the Individual Pay Range by the application of the total unit score of all of the schools calculated in accordance with paragraph 6.6 of the [STPCD](#) and Section 3 paragraphs 11 to 23 of the [STPCD](#).

or

In the case of an Acting Headteacher, the determination of the Group Size that is up to two groups higher than the Headteacher group of any of the relevant schools.

or

Where the Acting Headteacher is appointed to a group 7 or 8 school, the Trust may determine the Individual Pay Range by either:

- the application of the total unit score as outlined above; or
- the application of an uplift of up to 25% of the largest school, and its maximum may exceed the highest point of the Leadership Group Pay Range.

14.14 Headteachers temporarily accountable for more than one school

If the Headteacher takes on temporary accountability for one or more additional schools, the Trust will consider awarding a temporary payment under paragraph 10 of the [STPCD](#).

In a school where there is a vacancy in the post of Headteacher and it is not possible to appoint a Deputy Headteacher or another member of the teaching staff to take on the position of Acting Headteacher, a Headteacher of another school may be appointed to have responsibility on a temporary basis, in addition to their continuing role as the Headteacher of their own school. This temporary arrangement should be for no longer than **two years** and subject to regular review. Under the [Collaboration Regulations 2003](#) the Trust may arrange for a joint committee made up of governance members to oversee the arrangement. The Headteacher should be given a temporary variation to their contract. Any adjustment to their pay will not be subject to safeguarding provisions when the arrangement comes to an end.

15 Classroom Teacher Posts – Main Pay Range

- 15.1 The Trust has established the pay range for Classroom Teacher posts paid on the Main Pay Range at [Appendix 2](#).
- 15.2 The Headteacher undertakes that it will not restrict the pay range advertised for or starting salary and pay progression prospects available for Classroom Teacher posts, other than the minimum and the maximum of the Main Pay Range.

15.3 Determination of Starting Pay on the Main Pay Range

- 15.3.1 The Trust will pay newly qualified teachers point 1 of the Main Pay Range unless the teacher has relevant experience which the Headteacher wishes to recognise and reward (see below).
- 15.3.2 The Headteacher will apply the principle of pay portability in making pay determinations for all new appointees.

When determining the starting pay for a classroom teacher who has previously worked in a Local Authority maintained school or academy in England and Wales, the Headteacher will pay the teacher on the Main Pay Range or Upper Pay Range at a scale point which at least maintains the teacher's previous pay entitlement plus any pay progression which they would have received had they remained in their previous post.

When determining the starting pay for a Classroom Teacher taking up their first appointment as a qualified Classroom Teacher, the Headteacher will pay the teacher on the Main Pay Range and will allocate pay scale points, as a minimum, on the following basis:

- one point for each **one year** of service as a qualified teacher in a maintained school, academy or a body described under the Redundancy Modification Order (see TPAT intranet);
- one point for each **one year** of service as a qualified teacher in a maintained school, academy, city technology college or independent school;
- one point for each **one year** of service as a qualified teacher in higher education or further education including sixth form colleges, or in countries outside England and Wales in a school in the maintained sector of the country concerned;
- one point for each **three years** of non-teaching experience spent working in a relevant area, including industrial or commercial training, time spent working in an occupation relevant to the teacher's work at the school, and experience with children/young people;
- one point for each **three years** of other remunerated or unremunerated experience including caring for children during a career break;
- consider previous service on a case by case basis.

Essentially, the progression is one point **per year** in any such organisation(s) providing the teacher has worked **twenty-six weeks** or more in any one academic year.

- 15.4 The Headteacher will also consider the allocation of additional scale points on the above basis to other teachers appointed to the Main Pay Range. Headteachers should be aware that if they exercise such discretion, any point(s) awarded are permanent (even if a teacher moves to another school). Consistency in the application of this discretion is therefore important.
- 15.5 When determining the starting pay for a Classroom Teacher who has previously worked in a Local Authority maintained school or academy in England and Wales, the Headteacher will pay the teacher on the Main Pay Range at a scale point which at least maintains the teacher's previous pay entitlement plus any pay progression which they would have received had they remained in their previous post.

- 15.6 In exceptional circumstances, the Headteacher can, if necessary, use their discretion to award a recruitment incentive benefit to secure the candidate of their choice. This may take account of:
- the requirements of the post;
 - any specialist knowledge required for the post;
 - the experience required to undertake the specific duties of the post;
 - the wider school context.

16 Classroom Teacher Posts –Upper Pay Range

- 16.1 The Trust has established the pay range for Classroom Teacher posts paid on the Upper Pay Range at [Appendix 2](#).

- 16.2 The Headteacher will apply the principle of pay portability in making pay determinations for all new UPR appointees.

When determining the starting pay for a classroom teacher who has previously worked in a Local Authority maintained school or academy in England and Wales, the Headteacher will pay the teacher on the Main Pay Range or Upper Pay Range at a scale point which at least maintains the teacher's previous pay entitlement plus any pay progression which they would have received had they remained in their previous post.

- 16.3 The Headteacher will also pay classroom teachers who are "post-threshold teachers" as defined by paragraph 14 of the [STPCD](#) on the Upper Pay Range.

16.4 Movement to the Upper Pay Range – Applications and Evidence

Threshold assessment is a voluntary process and entirely a matter of choice for the classroom teacher. Any qualified teacher who has been on M6 for a period of **one year** may apply to be paid on the Upper Pay Range and any such application must be assessed in line with this policy. It is the responsibility of the teacher to decide whether or not they wish to apply to be paid on the Upper Pay Range. The Headteacher is responsible for the assessment of threshold applications.

Applications may be made **once a year**. Where teachers wish to be assessed, they should complete a UPR application form (see [Appendix 4](#)) and submit it to their appraiser. The teacher's application will be appended to their professional growth plan. The evidence to be used will be only that available through the professional growth 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(s). This school will not be bound by any pay decision made by another school.

16.5 Upper Pay Range Assessment

- 16.5.1 An application from a qualified teacher on M6 will be successful where the Headteacher 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.

- 16.5.2 For the purposes of this Pay Policy, the Headteacher will be satisfied that the teacher has met the expectations for progression to the Upper Pay Range where the UPR criteria (see [Appendix 5](#)) have been satisfied.

Progression from MPR to UPR will be made with regard to the most recent professional growth review and where the Headteacher is satisfied that 16.5.1 has been met. The review will be deemed successful unless significant concerns about standards of performance have been raised in writing with the teacher and action has commenced under the capability procedure.

- 16.5.3 Where such information is not applicable or available, a written statement and summary of evidence designed to demonstrate that the applicant has met the assessment criteria must be submitted by the applicant. This might include performance related information from a previous school.
- 16.5.4 In order for the assessment to be robust and transparent, it will be a broad evidence-based process only. Teachers therefore should ensure documentary evidence supporting the summary in the written application is available on request in the assessment of the application. Those teachers who have been absent, through sickness, disability or maternity, may cite written evidence from a **three year** period before the date of application, from this school and other schools, in support of their application.
- 16.5.5 Headteachers will pay classroom teachers who are 'post-threshold teachers' (as defined by the [STPCD](#)) on the Upper Pay Range. This includes teachers formerly employed as leadership group teachers for more than **one year** or as local authority school inspectors/advisers, and other teachers who have met standards equivalent to the Upper Pay Range (UPR) standards (eg teachers in sixth-form colleges).

16.6 Upper Pay Range Procedures & Feedback

- 16.6.1 The assessment will be made within **ten working days** of receipt of the application. If successful, applicants will move to the Upper Pay Range from 1 September and will be placed on Point 1 of that pay range. If unsuccessful, feedback will be provided by the Headteacher / Head of School as soon as possible and at least within **five working days** of the decision; and will cover the reasons for the decision and the appeal 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 School's Appeals Committee arrangements.
- 16.6.2 Feedback to successful and unsuccessful applicants should be informative and developmental. Feedback should link effectively to the [Growing Great People Policy](#) and should enable the teacher and their manager to identify clear priorities for professional development.

16.7 Upper Pay Range Application Process (MPR > UPR Only)

One application may be submitted annually. The closing date for applications is normally 31st October each year; however, exceptions will be made in particular circumstances, eg those teachers who are on maternity leave or who are currently on sick leave. The process for applications is:

- complete the school's application form (see [Appendix 4](#));
- submit the application form and supporting evidence to the Headteacher / Head of School by the cut-off date of 31st October;
- the Headteacher / Head of School will assess each Threshold application;
- teachers will receive written notification within **five working days** of the outcome of this decision. Where the application is unsuccessful, the feedback will include the areas where it was felt that the teacher's performance did not satisfy the relevant criteria set out in this policy (see 'Assessment' below);
- successful applicants will move to the minimum of the UPR on 1 September;
- unsuccessful applicants can appeal the decision.

16.8 Upper Pay Range Assessment

The teacher will be required to meet the criteria set out in paragraph 15 of the [STPCD](#), namely that:

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

This means:

“Highly Competent”: the teacher's performance is assessed as having excellent depth and breadth of knowledge, skill and understanding of the Teachers' Standards in the particular role they are fulfilling and the context in which they are working.

“Substantial”: the teacher's achievements and contribution to the school are significant, not just in raising standards of teaching and learning in their own classroom, or with their own groups of children, but also in making a significant wider contribution to school improvement, which impacts on pupil progress and the effectiveness of staff and colleagues.

“Sustained”: the teacher must have maintained a high level of teaching expertise over the relevant period and is consistently highly effective.

The teacher is responsible for applying and they must provide the Headteacher / Head of School with adequate evidence, in the form of actual examples, to illustrate their experience in respect of each threshold criteria. The UPR application form can be found at [Appendix 4](#).

16.9 Pay Determinations for Upper Pay Range

- 16.9.1 Once pay awards have been agreed, all teachers should receive a statement which details their salary entitlement from 1 September each year.
- 16.9.2 Pay progression on the Upper Pay Range will be clearly attributable to the performance of the individual teacher. Performance assessment judgements must be against the descriptors of a UPR teacher – please see [Appendix 5](#) for guidance in this respect. The Headteacher will be able to objectively justify their decisions.
- 16.9.3 The UPR progressing teacher should receive verbal feedback from the Headteacher / Head of School and the reasons if progress is declined. They should also receive advice on aspects of their performance that would benefit from further development.
- 16.9.4 Teachers that are declined UPR progression must be informed, in writing, of the Headteacher's decision. The letter must provide clear reasoning and identify specific areas of improvement so that the teacher has a clear understanding of the expectations and requirements. The teacher must also be informed that they have the right of appeal with trade union representation.

17 Leading Practitioner Teacher Posts – Leading Practitioner Pay Range

- 17.1 The Trust has established the pay range for Leading Practitioner teacher posts paid on the Leading Practitioner Pay Range at [Appendix 2](#).
- 17.2 Such posts may be established for teachers whose primary purpose is the modelling and leading improvement of teaching skills, where those duties fall outside the criteria for the Teaching & Learning Responsibility payment structure.
- 17.3 The Headteacher will exercise their discretion to set a minimum and maximum IPR within the declared school group size. When determining the Individual Pay Range (5-point range) and Point for such posts, the Headteacher will do this by reference to the weight of the responsibilities of the post and bearing in mind the need to ensure pay equality where posts are equally onerous and fair pay relativities between posts of differing levels of responsibility.

If a school creates more than one such post, the IPR for each post should be determined separately and may differ to reflect the different demands and challenges of each post.

- 17.4 The policy of the Headteacher is to appoint any new Leading Practitioner teacher at the bottom point of the Leading Practitioner Pay Range.

17.5 Leading Practitioner Teacher Assessment

The Headteacher will take account of paragraphs 16 and 49 of the [STPCD](#) when determining the role of Leading Practitioner in this school. Additional duties will be set out in the **job description** of the Leading Practitioner and will include:

- 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 of pedagogy and practice.

18 Unqualified Teacher Posts – Unqualified Teachers Pay Range

- 18.1 The Trust has established the pay scale for Unqualified Teachers employed in Classroom Teacher posts at [Appendix 2](#).

18.2 Determination of Starting Pay on the Unqualified Teacher Pay Range

The Headteacher will pay any unqualified teacher in accordance with paragraph 17 of the [STPCD](#). The Headteacher will determine where a newly appointed unqualified teacher will enter the scale, having regard to any qualifications or experience s/he may have, which they consider to be of value.

- 18.3 Previously, unqualified teacher status only applied to staff who were currently undertaking QTS training. Unqualified teachers who were not studying for QTS would have been transferred to become Instructors. However, [The Education \(School Teachers\) \(Qualifications and Specified Work\) \(Miscellaneous Amendments\) \(England\) Regulations 2012 amended the 2003 regulations](#) to allow academies the flexibility to appoint Unqualified Teachers/Instructors who do not hold QTS.
- 18.4 Unqualified teachers' pay points are permanent whether they remain in the same post or take up a new one.

19 Allowances and Other Payments

19.1 Teaching and Learning Responsibility (TLR) Payments

The Headteacher/Head of School should determine the staffing structure of the school. The structure must be discussed with their staff, therefore the duties and responsibilities and payments will need to be clear and defined. Staff should be consulted regarding any changes to the staffing structure. The Headteacher/Head of School will then allocate the appropriate TLR level(s) and payment(s) in accordance with the guidance set out in the [STPCD](#).

- 19.1.1 The levels should be distinctive and specific to the post and therefore unless there were changes to the responsibilities, progression up the levels would not be available.
- 19.1.2 The Headteacher pays TLR payments to teachers in accordance with the pay ranges specified in the [STPCD](#) as updated from time to time. The TLR levels that apply for 2024/2025 are shown in [Appendix 2](#).
- 19.1.3 Unqualified Teachers may not be awarded TLRs.
- 19.1.4 Teachers will not be required to undertake permanent additional responsibilities without payment of an appropriate permanent TLR1 or TLR2 payment.

- 19.1.5 The Headteacher may award a TLR to a classroom teacher in accordance with paragraph 20 of the [STPCD](#). TLR1 or TLR2 will be for clearly defined and sustained additional responsibility in the context of the school's staffing structure for the purpose of ensuring the continued delivery of high quality teaching and learning. All job descriptions will be regularly reviewed and will make clear, if applicable, the responsibility or package of responsibilities for which a TLR is awarded, taking into account the criterion and factors set out at paragraph 20 of the [STPCD](#).
- 19.1.6 A TLR1 payment must include all the duties/responsibilities listed in (a) to (e) below eg a Head of Faculty and must be the value of one of the four fixed rate amounts at [Appendix 2](#) or between the minimum and maximum of a TLR1 payment.
- 19.1.7 A TLR2 payment must cover the duties/responsibilities listed in (a) to (d) below eg not the line management of staff and must be the value of one of the three fixed rate amounts at [Appendix 2](#) or between the minimum and maximum of a TLR2 payment.
- 19.1.8 TLR1 and TLR2 remain permanent awards whilst the teacher remains in post. They can only be awarded on a temporary basis if the teacher is temporarily covering a post on the school staffing structure where the holder of that post is absent eg on maternity leave or away on a secondment.
- 19.1.9 A teacher cannot hold a TLR1 and a TLR2 concurrently, a teacher in receipt of either a TLR1 or a TLR2 may also hold a concurrent TLR3.

19.2 Awarding TLR1 and TLR2 Payments

Before awarding any TLR1 or TLR2 payment, the Headteacher must be satisfied that the teacher's duties 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.

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.

19.3 Awarding TLR3 Payments

The Headteacher may award a TLR3 for clearly time-limited school improvement projects, or one-off externally driven responsibilities as set out in paragraph 20.3 of the [STPCD](#). The duration of the fixed term must be established at the outset. There should be clear criteria for the award, level and duration of these payments. The Headteacher, will set out in writing to the teacher the duration of the fixed term, and the amount of the award to be paid in monthly instalments. No pay protection will apply in relation to an award of a TLR3.

Before making any TLR3 payment, the Headteacher must be satisfied that the responsibilities meet (a), (b) and (d) of the above criteria; that they are being awarded **only** for clearly time limited school improvement projects or externally driven responsibilities; where there is a genuine development or operational need; and that the responsibilities are not a permanent or structural requirement which should instead be rewarded by means of a permanent TLR payment.

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

19.4 Special Educational Needs (SEN) Allowances

The Headteacher will award a SEN spot value allowance as shown at [Appendix 2](#) to any classroom teacher who meets the criteria as set out in paragraph 21 of the [STPCD](#).

19.4.1 When deciding on the amount of the allowance to be paid, the Headteacher will take into account the structure of the school's SEN provision, whether any mandatory qualifications are required for the post (for example, the school's SEN Co-ordinator is required to hold QTS, to have completed the Induction Period and to have undertaken the National Award for SEN Coordination), the qualifications or expertise of the teacher relevant to the post, such as autism; and the relative demands of the post (paragraph 21.2 of the [STPCD](#)). The Headteacher will also establish differential values in relation to SEN roles in the school in order to reflect significant differences in the nature and challenge of the work entailed so that the different payment levels can be objectively justified. The Headteacher will take account of paragraphs 55 to 59 of Section 3 of the [STPCD](#) guidance.

19.4.2 A SEN allowance of no less than £2,679 and no more than £5,285 per annum which is payable in accordance with the following:

The Headteacher must award a SEN allowance 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 a school;
- (d) in any non-designated setting (including any pupil referral unit) that is comparable to a designated special class or unit, where the post:
 - (i) involves a substantial element of working directly with children with SEN;
 - (ii) requires the exercise of a teacher's professional skills and judgement in the teaching of children with special educational needs; and
 - (iii) 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.

19.4.3 Where a SEN allowance is to be paid, the Headteacher 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.

19.5 Acting Allowances

In accordance with the provisions of the [STPCD](#) relating to the payment of acting allowances, the Trust / Headteacher will pay any teacher (including classroom teachers), who for any prolonged period (defined as a period of **four school weeks** or more), is required to carry out the full range of duties of a Headteacher, Head of School, Deputy Head, Assistant Head or a Classroom Teacher with paid additional responsibility. Normally the person acting up shall be paid the minimum of the pay range appropriate to the post, however the Trust / Headteacher may determine a higher salary if appropriate. Classroom teachers will receive an acting allowance equivalent to that of the substantive post-holder. Once an acting allowance becomes due, the salary enhancement is paid retrospectively from the beginning of the period of cover.

Acting Allowances are normally paid where a teacher is assigned and carries out duties of a Headteacher, Head of School, Deputy or Assistant Headteacher, but has not been appointed as an Acting Headteacher, Acting Head of School, Acting Deputy or Acting Assistant Headteacher.

19.6 Allowance Payable to Unqualified Teachers

The Headteacher may determine that such additional allowance as it considers appropriate is to be paid to an unqualified teacher where it considers, in the context of its staffing structure and Pay Policy, that the teacher has:

- (a) taken on sustained additional responsibility which:
 - (i) is focused on teaching and learning; and
 - (ii) requires the exercise of a teacher's professional skills and judgement; or
- (b) qualifications or experience which bring added value to the role being undertaken.

Unqualified teachers may not hold TLRs or SEN allowances.

19.7 Performance Payments to Seconded Teachers

The Trust / Headteacher may determine to make a lump sum performance payment where:

- (a) a teacher is temporarily seconded to a post as Headteacher in a school causing concern which is not the Teacher's normal place of work; and
- (b) the Trust / Headteacher considers that the teacher merits additional payment to reflect sustained high quality of performance throughout the secondment.

Subject to paragraph 10.2 of the [STPCD](#) the total sum of the temporary payment made to a Headteacher, in accordance with paragraph 10.1, in any school year must not exceed 25% of the annual salary which is otherwise payable to the Headteacher, and the total sum of salary and other payments made to a Headteacher must not exceed 25% above the maximum of the Headteacher group to which the teacher is seconded, except as set out in paragraph 10.4.

The Trust / Headteacher may determine that additional payments be made to a Headteacher which exceeds the limit set out in paragraph 10.2 in wholly exceptional circumstances and with the agreement of TPAT HR.

19.8 Recruitment and Retention Incentives

- 19.8.1 The Headteacher may, as an incentive for the recruitment of new staff and the retention in their service of existing teachers, award a recruitment and retention allowance to a teacher.
- 19.8.2 The Headteacher must conduct regular formal reviews of all such awards and any such payments will be reviewed annually. The Headteacher should make clear at the outset the expected duration of any such incentives, and the review date after which they may be withdrawn.

- 19.8.3 Any award to a Headteacher is subject to the overall 25% limit on discretionary payments (paragraph 10.2 of [STPCD](#)) and should not result in the teacher being paid an amount in respect of the same circumstance or reason.
- 19.8.4 In each and every case where the Trust / Headteacher is considering making such a payment, it is strongly recommended that they seek advice from HR and/or Finance to ensure compliance with TPAT's financial regulations.
- 19.8.5 A letter must be provided to the new employee to advise that if they were to leave within the first two years of employment, they will be expected to repay the full amount of the recruitment and retention allowance received.

19.9 Additional Payments for Teachers

- 19.9.1 The Headteacher may make payments to teachers, except for Headteachers, in respect of:
- (a) continuing professional development undertaken outside the school day;
 - (b) activities relating to the provision of initial teacher training as part of the ordinary conduct of the school;
 - (c) participation in out-of-school hours learning activity that has been agreed between the teacher and Headteacher.

And payments to Headteachers in respect of:

- (d) 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.

Further detailed information regarding (a) to (d) is provided below.

- 19.9.2 The Headteacher will make additional payments to all teachers who agree to undertake such activities. The Headteacher will consider the responsibility and size of commitment before the additional work is undertaken and liaise with the employees.
- 19.9.3 The Trust / Headteacher 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.
- 19.9.4 Additional Payments should not be used to:
- reward additional hours worked eg if a part time teacher works additional hours then they should be paid overtime on their hourly rate and submit an overtime claim form;
 - they should not be used to recognise regular work (this should be incorporated into the person's job description and the salary assessed accordingly);
 - they should not be used to recognise long service or performance within the person's main job (it is a basic assumption that all staff perform well and work hard and therefore to differentiate in this way is unfair to the majority of staff who do not receive such payments).

19.9.5 Continuing Professional Development (CPD)

The Headteacher should decide which CPD activities teachers may be paid for and set an appropriate level of payment. Some teachers may not wish, or be able, to attend training courses in the evenings, at weekends or during holidays. Heads should respect the right of individuals to make their own choice and take proper account of equal opportunities and contractual requirements for reasonable work-life balance. Payments should only be made in respect of those activities undertaken outside of either the 1265 hours of directed time for full time

teachers or the appropriate proportion of the 1265 hours of directed time for part time teachers. Participation in CPD outside of directed time is voluntary and cannot be directed.

19.9.6 Initial Teacher Training Activities (ITT)

The Headteacher should decide whether to make additional payments to any Teacher for activities related to providing initial teacher training (ITT). Such payments may be made only for ITT which is provided as an ordinary incident in the conduct of the school.

Except for those employed on the Pay Range for Leading Practitioners, who may be required to carry out this duty, Teachers undertaking school-based ITT activities do so on an entirely voluntary basis. Such activities might include supervising and observing teaching practice; giving feedback to teaching students on their performance and acting as professional mentors; running seminars or tutorials on aspects of the course; and formally assessing students' competences.

Other aspects of ITT activities cannot be regarded as an ordinary incident in the conduct of the school. Such activities include the additional requirements of School Centred ITT (SCITT), where schools take the lead in providing ITT courses. They may include planning and preparing materials for an ITT course, and taking responsibility for the well-being and tuition of ITT students.

19.9.7 Out of School Hours Learning Activities (OSLA)

The Headteacher should decide whether to make payments to teachers who agree to participate in out-of-school hours learning. Payments to classroom teachers should only be made in respect of those activities undertaken outside of either the 1265 hours of directed time for full time teachers or the appropriate proportion of the 1265 hours of directed time for part time teachers. All agreements and payments to be made should be documented. All such activities should require the exercise of the teacher's professional skills or judgement.

19.9.8 Discretionary Payments to Headteachers

Where a Headteacher in one school is providing a service to another school, for example as a National Leader of Education (NLE), the person providing that service is not ultimately accountable for the outcomes in the school, but for the quality of the service being provided. The Trust whose Headteacher is providing the service should determine how much, if any, additional payment is due to the individual concerned in line with the provisions of the [STPCD](#) and the School's Pay Policy, for example where the contract requires work outside school sessions.

Consideration should be given to the remuneration of other teachers who as a result of the Headteacher's additional role are taking on additional responsibilities and activities. This will be based on any additional responsibilities attached to the post (not the teacher), which should be recorded. Any increase in remuneration should only be agreed where the post accrues extra responsibilities as a result of the Headteacher's enlarged role; it is not automatic and should be in line with the provisions of the [STPCD](#) and the School's Pay Policy.

Where the arrangement for the Headteacher is temporary, any adjustment to pay other teachers is also temporary, and safeguarding provisions will not apply when the arrangements cease. The Trust should consider the appropriate use of acting allowances and other temporary payments. Where there is a Deputy Headteacher in the school, it may be more appropriate to temporarily increase his or her pay range to take account of the increased responsibilities in the absence of the Headteacher. Additionally, a teacher may be temporarily appointed, in the absence of the substantive postholder, to a post in the staffing structure which attracts a TLR payment; and where none of those are appropriate, the Trust can make use of additional payments at paragraph 26.1(d).

19.10 Provision of Services to other Schools – Operating Principles and Requirements

The following table sets out the operating principles and requirements which apply to the provision of services to other schools.

- a) Any services provided by the Headteacher of one school to another school must be authorised formally by the Trust and, where the work extends over more than a **12 month** period, the agreement of the Trust must be formally reviewed annually or sooner if appropriate. The Trust should also agree arrangements for terminating such work.
- b) Before such work is undertaken, the Trust and the Headteacher must take into account:
 - the needs of the school and its pupils;
 - the benefits that the activity would bring to the school;
 - the impact of any absence on other staff, including their workload; and
 - the workload and work-life balance of all the individuals concerned.
- c) In particular, before reaching a view the Trust should satisfy itself that these matters have been fully considered within the school's leadership team.
- d) Arrangements for payment for external work, including personal remuneration, will be approved by the Board of Trustees and decisions duly minuted.
- e) The Trust and Headteacher should monitor the operation of the arrangements and their impact on staff and pupils and take action where arrangements prove to be unsatisfactory.
- f) The disposition of any payment, including personal remuneration, for external services must be agreed in advance in accordance with the determinations of the Trust. The terms of such an agreement must be set out in a memorandum signed by the CEO and the Headteacher and any other members of staff involved.
- g) Any income derived from external sources for the work of a school's staff should accrue to the school. The Trust should decide whether it would be appropriate for individual members of staff to receive additional remuneration for these activities and, if so, determine the appropriate amount.
- h) The Trust should ensure that any expenses incurred by the individual as a result of taking on additional work are reimbursed, unless they are accounted for elsewhere.

19.11 Salary Sacrifice Arrangements

For the purposes of this paragraph, the term "salary sacrifice arrangement" means any arrangement under which the teacher gives up the right to receive part of his/her gross salary in return for the employer's agreement to provide him/her with a benefit-in-kind. TPAT offers a cycle to work scheme. The scheme is exempt from income tax.

Where an employee applies to participate in this scheme, and if this is agreed by TPAT, the teacher may participate in any such arrangement and his/her gross salary will be reduced accordingly for the duration of his/her participation in it.

19.12 First Aid Allowances

A First Aid Allowance is payable to a teacher who is a Recognised First Aider. The current allowance is £367 pa. A pro-rata payment will be made for part time employees. This will be paid as **twelve** equal monthly payments.

19.13 Honoraria

The Headteacher 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.

SECTION 3 – SUPPORT STAFF PAY

20 Background

- 20.1 This policy sets out the framework for determining pay for support staff. It has been developed to comply with current legislation and the requirements of the [Local Government Services National Agreement on Pay and Conditions of Service \(the “Green Book”\)](#). It should be used in conjunction with the [Green Book](#) and guidance published by Truro and Penwith Academy Trust. In the event of any inadvertent contradictions, the [Green Book](#) and TPAT’s guidance will take precedence.
- 20.2 Pay decisions at this school are made by the Headteacher & the Trust for central team employees. The Headteacher is responsible for the establishment and review of the Pay Policy for Support Staff, and has full authority to take pay decisions in accordance with this Policy.
- 20.3 The Headteacher should review the policy each year, or when other changes occur to the [Green Book](#) to ensure that it reflects the latest position.
- 20.4 In determining pay levels for support staff, in accordance with TPAT’s suite of general job descriptions, the Headteacher should also ensure these are set in accordance with the school’s staffing structure.

21 Payment of Support Staff Salary

- 21.1 The school and the Trust have adopted the pay scales shown at [Appendix 7](#) for Support Staff posts.
- 21.2 Full time is considered to be 37 hours per week over 52.14 weeks per year. If a member of staff’s contract is for less than those hours or paid weeks, the salary will be proportionately reduced.
- 21.3 Points 1, 2 and 3 are the National Living/Minimum Wage and will therefore increase each April with the national pay award.
- 21.4 In order to apply a consistent approach to the determination of all support staff salaries, the Trust will review support staff salaries, apart from those that equate to the National Living/Minimum Wage, on 1 September each year.
- 21.5 Any breaks including the lunchtime break will be unpaid.
- 21.6 TPAT will issue to all members of staff an annual salary statement that details the individual’s salary point, any allowances and any pay protection.

22 Pay Determination – Job Descriptions

- 22.1 The Headteacher will determine the job descriptions, and pay of support staff within the framework of grades used by Truro and Penwith Academy Trust.
- 22.2 The job descriptions ensure that salary points for jobs are decided objectively and fairly and must be applied to all [Green Book](#) staff.
- 22.3 TPAT HR will use a systematic process for defining the relative salary of jobs within TPAT schools. This will be undertaken by comparing jobs of different sorts within TPAT. It does not compare jobs with other organisations. The demands of the job are assessed and assigned a level. The School Support Staff & central team job descriptions are available on the intranet. Should a unique job role be required, the Headteacher will submit a draft job description and person specification to HR to evaluate the value of the job and appropriate pay point, pay and conditions.

23 Pay Determination for Support Staff

- 23.1 The school has adopted the suite of standard job descriptions, person specifications and recommended pay points provided by TPAT. Each job role has been evaluated and has been matched to an appropriate pay point, pay and conditions. This allows the Headteacher to have a consistent, objective and non-discriminatory way of determining job roles for support staff in order to meet the requirements of the Equal Pay Act.
- 23.2 Salaries for all **Green Book** employees are paid in arrears at the end of each calendar month and are divided into twelve equal monthly payments.
- 23.3 Term Time Only employees are typically paid for 38 or 39 working weeks. Employees can be appointed on contracts for term time only plus any specific number of additional working weeks.
- 23.4 For all term time only employees a pro rata annual leave entitlement is included within the pay calculation as set out in the contract. Annual leave entitlement depends upon length of service and salary grade. Statutory and contractual entitlement for annual leave is deemed to coincide with periods of school closure and is therefore considered to be taken during this time. There is no entitlement to take leave during term time.
- 23.5 If a term time only employee is due to leave employment on a Friday they will be paid until the Sunday. If an employee works until the end of a term (having worked the whole term) they will be paid until the notional end of the following holiday period eg 31st August.
- 23.6 Where a term-time employee leaves during a term rather than at the end of the term, either the employee or the school may request a calculation of time worked and salary paid taking into account start and leave dates where it is thought that there is a substantial imbalance and either salary paid/repaid or hours worked to rectify the imbalance.
- 23.7 Employees that work throughout the year must submit requests for annual leave in advance by following the school's procedures for requesting time off. Annual leave is normally expected to be taken during school holidays unless agreed in advance by the line manager. The annual leave year will run from 1 September 2024 to August 2025.
- 23.8 If a throughout the year employee is due to leave employment on a Friday they will be paid until the Sunday, however, there is no right to be paid until the notional holiday end date as for term time only staff.

24 Hours Per Week

The standard working week for full time employees is 37 hours, worked from Monday to Friday. When entering into a contractual relationship with an employee, the Headteacher will determine the number of hours and when they want staff to work and whether they wish to make any provisions in the contract to vary when the hours are actually worked. For some employees who are required to work outside the normal working week, a premium payment may be due. The premium payments which may be payable are set out in this policy.

- 24.1 To calculate the hourly rate of an employee, you would divide the full time equivalent annual salary by 1929.18, for example:

TPAT Point 5 £23,743 ÷ 1929.18 = £12.31 per hour.

25 Reduced Weeks Per Year

- 25.1 Where employees work less than 52.14 weeks per year they will be contracted on reduced weeks per year based upon the weeks that they are required to work. Their paid weeks will reflect their entitlement to holiday pay as part of their contractual terms and conditions of employment.

The standard working weeks and paid weeks for employees are shown below.

Working Weeks	Paid Weeks for under 5 Years' Service	Paid Weeks for Over 5 Years' Service
38.00	43.699	44.285
38.20	43.929	44.518
39.00	44.849	45.451
39.60	45.539	46.150
40.00	45.999	46.616
40.40	46.459	47.082
41.00	47.149	47.781
41.40	47.609	48.248
42.00	48.299	48.947
43.00	49.449	50.112
44.00	50.599	51.278

- 25.2 Employees who transferred into TPAT on reduced weeks per year will remain on those weeks for the duration of their current employment.
- 25.3 For new employees or existing employees who commence new roles, the Headteacher should select the appropriate weeks per year to be advertised, based on the needs of the school. Consideration should be given to ensure that employees in the same or similar roles are paid the same weeks per year to ensure equality and consistency for support staff.
- 25.4 Should the Headteacher wish to pay weeks per year that are different to the standard weeks provided, please contact TPAT HR for assistance.

26 Part Time Employees

- 26.1 Part time employees are those who work less than 37 hours per week or less than 52.14 weeks per year. Salaries will therefore be proportionately reduced to reflect the hours and weeks of work.
- 26.2 Part time staff are not entitled to plusages for additional hours until they have worked 37 hours (with the exception of Nursery Nurses' employed prior to April 2004 where the standard working week is 32.5 hours), unless the hours are worked at weekends, public holidays or at night in which case the appropriate plusages will be paid for the hours worked in accordance with the Single Status provisions applicable to their employment.

27 Holiday Entitlement

- 27.1 All employees are legally entitled to paid holiday a year (statutory annual leave) whether they work full time, part time or zero hours workers. The amount of days paid depends on how many days or hours are worked.
- 27.2 Employees build up holiday from the day they start working, including when they are on a probationary period, sick leave, maternity, paternity, adoption or shared parental leave.
- 27.3 The hours worked and holiday entitlement for a full time full year worker is shown below.

Length of Service	Holiday Entitlement exc bank holidays	Holiday Entitlement inc bank holidays	Actual Hours Worked
Less than 5 years	26 days / 192.40 hours	34 days / 251.60 hours	1677.58
After 5 years	29 days / 214.60 hours	37 days / 273.80 hours	1655.38

Employees who work part time full year are entitled to a proportion of the full time holiday entitlement, calculated pro rata. A holiday calculation for part time full year employees is shown below.

Full time entitlement to annual leave & bank holidays (either 192.40 or 214.60 hours)	x	Annual hours of part time employee (weekly contracted hours x 52.14)	÷	Annual hours worked by full time employee plus leave and bank holidays	=	Part time entitlement to annual leave and bank holiday (in hours)
	x		÷	1929.18	=	

- 27.4 Employees who work full time or part time on reduced weeks per year are entitled to a proportion of the full time holiday entitlement, calculated pro rata. A holiday calculation for employees who are contracted for less than 52.14 weeks a year is shown below.

Full time entitlement to annual leave & bank holidays (either 251.60 or 273.80 hours)	x	Annual hours of part time employee (weekly contracted hours x paid weeks per year)	÷	Annual hours worked by full time employee (37 x paid weeks per year)	=	Part time entitlement to annual leave and bank holidays (in hours)
	x		÷		=	

28 Additional Hours beyond the 37 Hours Working Week - Overtime

- 28.1 In normal circumstances (unless an individual contract provides for it), the need to require staff to work beyond the normal working week of 37 hours (32.5 for Nursery Nurses' employed prior to April 2004) should be avoided. However, there are instances when the school will need individuals to work additional hours outside their normal working pattern.
- 28.2 The school is committed to the principle of ensuring that overtime is worked only when it is strictly necessary for operational reasons and that arrangements are made to ensure that all overtime is properly managed and controlled to avoid unnecessary expenditure.
- 28.3 Any casual work or overtime must be approved by the Headteacher or delegated representative **before** it is undertaken.
- 28.4 The overtime is based upon complete 15 minute units with time less than a quarter hour not ranking as overtime.
- 28.5 Please find below the enhancements for staff working additional hours or shift work:

Working Arrangements	Plusage %
Overtime (up to 37 hours)	Plain Time Only
Overtime (beyond 37 hours)	Plain Time Only
Saturday working as part of normal working week	Plain Time Only
Sunday working as part of normal working week	25%
Night Work (Monday to Friday) 2100 to 0800	25%
Night Work (Saturdays and Sundays)	50%
Bank Holidays	100%
Recall to work & not required or less than 2 hours	Plain Time
Recall to work after midnight	50%

- 28.6 For Nursery Nurses' employed prior to April 2004 the standard working week is 32.5 hours, which is considered to be full time. Where a school requires the employee to work overtime or outside normal school hours it is subject to payment at plain time (based on 1/32.5 of weekly pay).

29 Recall to Work

- 29.1 To qualify for these payments an employee must:

- have ceased work and left his or her place of employment and been recalled to work; or
- have been notified before ceasing work to return at a time not less than two hours after his or her normal finishing time.

When the recall to work is at a time which is more than 3 hours before an employee's normal commencing time or next shift, payment shall be as follows:

29.2 Return to work and not required or required to work for less than two hours

A minimum payment as for 2 hours at plain time for additional hours working.

29.3 Work after midnight

50% plusage for all hours worked up to normal commencing time.

29.4 Return to work on a second or third occasion during the same period

Paid at the appropriate plusage for additional hours worked - subject to the total payment for the hours actually worked on the several recalls to work being not less than the amount which would have been paid if the recall had been for the same number of hours on a single occasion.

30 Retained Provisions

The [Single Status Agreement](#) retained some provisions from the [former APT & C Conditions of Service \("Purple Book"\)](#) and the [former Manual Worker Conditions of Service \("White Book"\)](#), namely: sleeping-in-duty, standby duty, lettings and planned overtime. These provisions, which are identified below will therefore remain and are binding on schools, until such time as any change might be negotiated.

31 Lettings and Standby Duties

31.1 If school Caretakers are required to undertake duties concerned with lettings outside their normal working week and after 6.00 pm the following applies:

- (a) a minimum payment of 1 hour at time and a half to be paid, any subsequent hours required to be worked up to 10 pm Mondays to Fridays and Saturday mornings to be paid for at time and a half;
- (b) the hours worked after 10 pm on Mondays to Fridays, and Saturday afternoons, are at the rate of time and a half with the hours on Sunday to be paid at the rate of double time.

31.2 If it is equal to the standby provisions then the following will apply:

- employees who are on standby duty are required to be available to receive and deal with work-related issues for a pre-determined period outside normal working hours;
- employees who are on standby duty and are paid at or below £45,999 are eligible for standby payments;
- standby payments will be calculated in relation to the hourly rate for the relevant "standby role" and according to the rates set out in the table below:

Period on Standby (outside of normal working hours)	Payment rate for each hour on standby
Monday to Friday	14% of standby role hourly rate
Weekends	17% of standby role hourly rate
Bank Holidays	20% of standby role hourly rates

31.3 "Call Out" is the requirement for an employee who is on standby to carry out duties relevant to the standby role during a period of standby duty. It may require the employee to attend their place of work or another location and may include work undertaken from their home.

If an employee is "called out" for less than 15 minutes they will not be paid for call out. However, if an employee is called out on separate occasions within the same shift these can be aggregated to trigger a call out payment, eg if an employee is called out for 10 minutes then returns to

standby and is called out for a further 10 minutes they will be entitled to a call out payment in accordance with the following provision.

Call Out of between 15 and 30 minutes attracts a payment of half an hour. Call Out of between 31 and 60 minutes attracts a payment of one hour. Where the duration of Call Out is more than 1 hour, payment is rounded up to the nearest half hour.

Any payments for Call Out are made in addition to payments for standby.

In accordance with the Working Time Regulations, Headteachers will adjust normal working arrangements to ensure required rest time is provided as necessary for employees who have been called out.

32 Deleted Provisions

The provisions of the former and national local agreements relating to shift working, free and rest day working, evening working, unavoidable split shift or split-duty working shall be deleted. However, the allowances for the above mentioned working patterns will continue to be paid after 1 April 1999 for those employees entitled to those allowances at 31 March 1999.

33 Promotions and Regrading

A member of staff being promoted or regraded to a higher grade should receive an immediate pay increase backdated to the first day that they commenced their new role.

34 Payment of Acting Up Allowances

Employees who act up in the absence of more senior colleagues for a continuous period of at least **four weeks** shall be entitled to be paid the salary of the higher graded job – or a proportionate allowance where they are not undertaking the full duties and responsibilities of the higher graded post. Once the qualifying period of **four weeks** has been satisfied, the higher salary will be paid with effect from the first day on which the employee was required to undertake the duties and responsibilities of the higher graded post.

35 Honorarium

- 35.1 Headteachers have the discretion to recognise and reward staff who undertake exceptional and/or extra duties for a short or extended period. It is for the Headteacher to determine the amount to be paid but account should be taken of the value of the duties and the duration which is undertaken in comparison with other staff. There is discretion on whether to pay this on a monthly basis or as a lump sum when the higher level duties cease. Which option is chosen is likely to be influenced by the duration of the higher level duties. The payment is subject to all normal deductions.
- 35.2 Care should be taken when agreeing that staff should undertake additional duties to ensure that they are reasonable, and the situation should be reviewed regularly and at least annually. After an extended period, consideration should be given to reviewing the award of the honorarium and the operational requirements and dependent upon the circumstances formalise the arrangement or make some other arrangement.
- 35.3 Honorarium payments must be submitted on a payroll variation form and must be authorised by the Headteacher.
- 35.4 Honorarium payments should not be used to:
- reward additional hours worked (overtime payroll form should be used);
 - recognise regular work (this should be incorporated into the person's job description and a variation form submitted);

- recognise long service or performance within the person's main job (it is a basic assumption that all staff perform well and work hard and therefore to differentiate in this way is unfair to the majority of staff who do not receive such payments).

36 First Aid Allowances

Where the requirement to act as a qualified first aider is included in the job description, this will form part of the job evaluated grade and no additional payment will be made. Where the school seeks a volunteer to undertake these duties, in addition to their job description, an additional payment will be paid. The level of training required to be eligible is the Health and Safety Executive approved First Aid at Work training.

A First Aid Allowance is payable to an employee who is a Recognised First Aider. The current allowance is £367 fte annually. A pro-rata payment will be made for part time employees. This will be paid as **twelve** equal monthly payments.

37 Recruitment and Retention Supplement

37.1 TPAT recommends that the Headteacher considers the following values when discussing potential recruitment and retention supplements:

- we believe in the importance of having a Trust, which is a safe, secure and an attractive place to work and where the staff feel valued, empowered and supported;
- we believe that retaining, developing and motivating the Trust's workforce is key to providing the best education for our pupils;
- we believe in a consistent and equitable approach to the appointment of all staff;
- the purpose of the supplement is for recruitment and retention, not for carrying out specific responsibilities or to supplement pay in other ways.

37.2 Supplements can be paid in addition to the evaluated grade where the school has evidence of the following:

- failure to recruit satisfactorily following a recruitment process;
- any other identifiable reason to pay a retention supplement as agreed by the Headteacher.

It is important to ensure that the decision to pay the supplement must be based on evidence of the need to recruit and retain staff.

37.3 Where there is evidence of recruitment or retention difficulties for a particular job, and evidence that the evaluated grade is below the local market rate, a recruitment and retention supplement may be paid for a fixed period.

37.4 Jobs cannot be graded at a higher rate than the evaluated grade simply for recruitment or retention reasons because that would open up potential Equal Pay claims within TPAT.

37.5 The Headteacher will pay recruitment awards for a maximum of **three years** and will be subject to annual reviews. It should be made clear at the outset the expected duration of the supplement and the review date after which it may be withdrawn. Benefits will be limited to a maximum of 25% of the determined salary (in line with Headteachers). It may be renewed for a further period where circumstances require it.

37.6 The recruitment and retention allowance will remain static for the agreed period of time and will not be subject to any increases.

37.7 A review of rates will be necessary if the Headteacher intends to increase the level of these awards in line with general increases to salaries, or in other circumstances which the Board of Trustees may determine. The above will be kept under review and subject to change.

38 Removing a Recruitment or Retention Supplement

If you wish to remove a supplement from an employee, please seek advice from TPAT's HR team at an early stage before doing so.

39 Protected Allowances (Former APT&C Agreement – Purple Book) from 1 April 2024

Nursery Staff in Educational Establishments	SEN Allowance	£1,491.00 pa
Laboratory/Workshop Technicians	City & Guilds Lab Tech Certificate Allowance	£243.00 pa
Laboratory/Workshop Technicians	City & Guilds Lab Tech Advanced Certificate	£175.00 pa

Part time employees will receive these payments pro rata.

40 Pay Protection

Where a pay determination through assessing a job description or redeployment leads to the start of a period of safeguarding, the Headteacher will give the required notification as soon as possible and no later than **one month** after the date of the determination. The standard period of pay protection for support staff is **three years**.

41 Pay Reviews and the Right to Appeal

- 41.1 It is recommended that job descriptions are reviewed annually as part of the employee's performance review or at other times where there are changes to the role. If there are significant changes to the duties of the job, a re-evaluation of the grade should be carried out through TPAT's HR Team.
- 41.2 If an employee is not satisfied with the outcome of a grade review, they should raise this informally first with their Headteacher.
- 41.3 If an employee remains dissatisfied, after discussions with the Headteacher, they may formally appeal to the Appeals Committee in writing, within **one month** of being notified of the grading outcome.

42 Other Pay Matters

- 42.1 Where an employee has a concern about their pay, that is not related to the evaluated grade, such as concern about an additional payment, they should raise this in the first instance with the Headteacher.
- 41.2 Where the matter is related to a decision made by the Headteacher, the employee may raise a formal appeal, in writing within **ten days** of receiving the pay decision. Headteachers are advised to contact HR for support where a pay appeal has been submitted.
- 41.3 Employees must send their appeal to the Headteacher in the first instance. The Headteacher will arrange for the matter to be heard by a panel of governance members.
- 41.4 The employee will be given the right to make personal representations to the Appeal Committee and to be accompanied by a trade union representative or work colleague.

How to determine an Ordinary School's Headteacher Group

There is a requirement to determine the School's Headteacher Group:

- when appointing a new Executive Headteacher or Headteacher; and
- every **three years**; and
- when the Trust, Executive Headteacher or Headteacher see fit.

You can calculate the School's Headteacher Group below

Please write in the shaded areas as appropriate:

Key Stage	Insert number of pupils according to most recent Form 7	units per pupil	total units
pre and KS1 & KS2		× 7	
KS3		× 9	
KS4		× 11	
KS5		× 13	
statemented pupils		× 3 (additional)	
part time pupils		× ½	
TOTAL UNIT SCORE			

Using the TOTAL UNIT SCORE, look up the information table below to determine the School Headteacher Group (SHG*)

Information Table – from 1 September 2024

Group (SHG*)	Individual Pay Range	Annual FTE Salaries minimum to maximum	Total Unit Score
1	L6 - L18*	56,316 – 74,926	up to 1,000
2	L8 - L21*	59,167 – 80,634	1,001 to 2,200
3	L11 - L24*	63,815 – 86,783	2,201 to 3,500
4	L14 - L27*	68,586 – 93,400	3,501 to 5,000
5	L18 - L31*	75,675 – 103,010	5,001 to 7,500
6	L21 - L35*	81,441 – 113,624	7,501 to 11,000
7	L24 - L39*	87,651 – 125,263	11,001 to 17,000
8	L28 - L43	96,673 – 138,265	17,001 and over

Teachers' Pay Ranges – 1 September 2024

Appendix 2

Unqualified Teacher Pay Range Points	
1 (minimum)	£21,731
2	£24,224
3	£26,716
4	£28,914
5	£31,410
6 (maximum)	£33,902

Classroom Teacher Main Pay Range Points	
M1 (minimum)	£31,650
M2	£33,483
M3	£35,674
M4	£38,034
M5	£40,439
M6 (maximum)	£43,607

Classroom Teacher Upper Pay Range Points	
U1 (minimum)	£45,646
U2	£47,338
U3 (maximum)	£49,084

Lead Practitioners Pay Range Points					
1 (minimum)	£50,025	7	£58,118	13	£67,247
2	£51,280	8	£59,457	14	£68,925
3	£52,560	9	£60,943	15	£70,639
4	£53,867	10	£62,509	16	£72,518
5	£55,209	11	£64,129	17	£74,182
6	£56,593	12	£65,608	18 (maximum)	£76,050

Allowances							
TLR1a	£9,782	TLR2a	£3,391	TLR3a	£675	RR	varied
TLR1b	£12,039	TLR2b	£5,834	TLR3b	£2,009	ACT	varied
TLR1c	£14,295	TLR2c	£8,279	TLR3c	£3,344	PERF	varied
TLR1d	£16,553			SEN1	£2,679	SAFE	varied
				SEN2	£5,285	First Aid	£367 pro-rata

Note – Teaching & Learning Responsibility Payments (variable)

Type	Minimum	Maximum	Duration
TLR1	£9,782	£16,553	Permanent / Temporary
TLR2	£3,391	£8,279	Permanent / Temporary
TLR3	£675	£3,344	Fixed Term Only

Headteacher Groups – Headteacher Pay Ranges

Note – Heads should be given a 7 point pay range / Deputies/Asst Heads should be given a 5 point pay range

Group 1	L06 – L18*	£56,316	£74,926	Group 5	L18 – L31*	£75,675	£103,010
Group 2	L08 – L21*	£59,167	£80,634	Group 6	L21 – L35*	£81,441	£113,624
Group 3	L11 – L24*	£63,815	£86,783	Group 7	L24 – L39*	£87,651	£125,263
Group 4	L14 – L27*	£68,586	£93,400	Group 8	L28 – L43	£96,673	£138,265

Leadership Group Pay Range Points (* for top of range Headteachers only)

L01	£49,781	L14	£68,586	L24*	£86,783	L35	£114,759
L02	£51,027	L15	£70,293	L25	£89,830	L35*	£113,624
L03	£52,301	L16	£72,162	L26	£92,052	L36	£117,601
L04	£53,602	L17	£73,819	L27	£94,332	L37	£120,524
L05	£54,939	L18	£75,675	L27*	£93,400	L38	£123,506
L06	£56,316	L18*	£74,926	L28	£96,673	L39	£126,517
L07	£57,831	L19	£77,552	L29	£99,067	L39*	£125,263
L08	£59,167	L20	£79,475	L30	£101,533	L40	£129,673
L09	£60,644	L21	£81,441	L31	£104,040	L41	£132,913
L10	£62,202	L21*	£80,634	L31*	£103,010	L42	£136,243
L11	£63,815	L22	£83,464	L32	£106,626	L43	£138,265
L12	£65,286	L23	£85,529	L33	£109,275		
L13	£66,919	L24	£87,651	L34	£111,976		

UPPER PAY RANGE PROGRESSION CRITERIA

The school has adopted the following criteria which were formerly set out in the STPCD:

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 Contribute significantly, where appropriate, to implementing workplace policies and practice and to promoting collective responsibility for their implementation.
- 2.2 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.
- 2.3 Have an extensive knowledge and well-informed understanding of the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those related to public examinations and qualifications.
- 2.4 Have up-to-date knowledge and understanding of the different types of qualifications and specifications and their suitability for meeting learners' needs.
- 2.5 Have a more developed knowledge and understanding of their subjects/curriculum areas and related pedagogy including how learning progresses within them.
- 2.6 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.

Application to be considered for progression to the Upper Pay Range

Name:	
School:	

The progression cycle through the pay grades is that teachers, who meet the Teaching Standards and the Performance Management targets, will progress at one point on the Main Pay Range (MPR) for each year's successful service. Teachers at the top of the Main Pay Range (M6) for **a year** can apply to move on to the first point of the Upper Pay Range, providing they meet the required standards and criteria.

There is no automatic progression to the Upper Pay Range. The UPR role is substantially greater with regard to accountability and responsibility than that of a MPR role (see UPR Job Description). To be considered for UPR progression a teacher needs to inform the Executive Headteacher / Headteacher / Head of school via completion of this application form. Evidence will be reviewed and where applicable a meeting might take place with the applicant before teachers are advised of the outcome in writing. All progression is subject to approval by the Headteacher.

Professional Attributes	
Frameworks	Contribute significantly, where appropriate, to implementing workplace policies and practice and to promoting collective responsibility for their implementation. Please describe how you meet this requirement below.

Professional Knowledge and Understanding	
Teaching and Learning	Have an extensive knowledge and well-informed understanding of the assessment requirements and arrangements for the subjects/curriculum areas, including those related to public examinations and qualifications. Teaching and Learning to be assessed as consistently at least Good for the previous 12 months . Please describe how you meet this requirement below.
Assessment and Monitoring	<p>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.</p> <p>Have up-to-date knowledge and understanding of the different types of qualifications and specifications and their suitability to meeting students/pupils needs. This will be evidenced by faculty contribution, teaching and learning feedback and moderator/examiner reports. Please describe how you meet this requirement below.</p>
Subjects and Curriculum	Have an extensive knowledge and understanding of relevant subjects/curriculum areas and related pedagogy including how learning progresses within them. This will be evidenced by faculty contribution, SOL and support for other team members and lesson observation feedback. Please describe how you meet this requirement below.
Health and Wellbeing	Have sufficient depth of knowledge and experience to be able to give advice on the development and well-being of children and young people. This will be evidenced through the tutor role, safeguarding referrals and parental communication. Please describe how you meet this requirement below.
Professional Skills	

Planning	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. This will be evidenced by faculty contribution, SOL, lesson planning and support for colleagues. Please describe how you meet this requirement below.
Teaching and Progress	Have teaching skills which lead to learners achieving well, relative to their prior attainment, making progress which is significantly better than similar learners nationally and in line with school targets. This will be evidenced by student/pupil outcomes across all year groups. Please describe how you meet this requirement below.
Team Working	Promote collaboration and work effectively as a team member. Contribution to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback. Evidenced by faculty CPD and development contribution. Please describe how you meet this requirement below.

Progression to Upper Pay Range Point 2 or Point 3

The progression cycle through the Upper Pay Range (UPR) is that staff complete two successful years on each point.

Teachers applying to progress to UPR Point 2 or Point 3 must complete a UPR application for each point, demonstrating how they continue to meet the post threshold standards and evidencing that they meet the criteria described for each point. In addition, they must have continued to make a substantial and sustained contribution to the school.

During this process, teachers will need to describe how they meet the following criteria:

- 1 Demonstrate that achievements and contribution to the school have been substantial and sustained – describe how you met this requirement;
- 2 Continue to meet post threshold standards – describe how you met this requirement;
- 3 Evidence professional growth by developing teaching expertise post threshold – describe how you met this requirement.

TPAT POST THRESHOLD DESCRIPTORS (Herein are examples of how teachers demonstrate sustained and substantial contributions)	
Professional Attributes	
FRAMEWORK P1 – Contribute significantly, where appropriate, to implementing workplace policies and practice and to promoting collective responsibility for their implementation	
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 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 SUBJECTS AND CURRICULUM P5 - Have a more developed knowledge and understanding of their subjects/curriculum areas and related pedagogy including how learning progresses within them HEALTH AND WELLBEING 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 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 TEAM WORK AND COLLABORATION P9 - Promote collaboration and work effectively as a team member P10 - Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback	

TPAT Professional Attributes: **FRAMEWORK**

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

Descriptor	Upper Pay Range Point 1	Upper Pay Range Point 2	Upper Pay Range Point 3
School and National Initiatives	<p>Teachers keep abreast of change and are conversant with relevant legislation, changed practice and National initiatives.</p> <p>Teachers act proactively upon changes in policy and lead the process well.</p> <p>Teachers inspire and drive their subject across the whole school and raise standards as a result of National initiatives and expectations.</p>	<p>Teachers act on relevant legislation, changed practice and National initiatives, working with leadership team to ensure that the provision is more than 'Good'.</p> <p>Teachers act proactively upon changes in policy and lead the process well, embracing change and seeking out opportunities which will heighten outcomes for pupils.</p> <p>Teachers lead whole school initiatives, able to motivate, inspire and drive colleagues, directly impacting on staff attitudes, their understanding of the initiatives and ultimately raising standards.</p>	<p>Teachers work alongside the leadership team to plan for any impending change caused by National initiatives.</p> <p>Teachers act proactively and ensure that the whole school teams are on board to embrace change in policy, which will heighten outcomes for children as well as contributing towards staff development.</p> <p>Teachers lead initiatives across a cluster of schools seeking opportunities to motivate, inspire and drive colleagues, directly impacting on staff attitudes, their understanding of the initiatives and ultimately raising standards.</p>

TPAT 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

Descriptor	Upper Pay Range Point 1	Upper Pay Range Point 2	Upper Pay Range Point 3
Teaching and Learning	<p>Teaching in learning sessions is challenging and motivating to all children through effective planning, innovative delivery, responsive questioning and quality assessment.</p> <p>Teachers make the process of learning explicit in their teaching, so that the children develop high levels of metacognitive skills to enable them to become more effective and efficient learners.</p>	<p>Teachers develop in colleagues the ability to ensure that learning sessions are challenging and motivating to all children through effective planning, innovative delivery, responsive questioning and quality assessment and are able to articulate specific skills and strategies needed to support.</p> <p>Teachers make the process of learning explicit both in their teaching and in the support they offer their colleagues, so that the children develop high levels of</p>	<p>Teachers develop in colleagues from both internally and externally, the ability to ensure that learning sessions are challenging and motivating to all children through effective planning, innovative delivery, responsive questioning and quality assessment and are able to articulate specific skills and strategies needed to support, with the pedagogical understanding made explicit.</p> <p>Teachers make the process of learning explicit both in their teaching, in the support they offer their</p>

	<p>Teachers are able to plan well-structured learning sequences showing clear learning gains in what they are able to do, know and understand, giving opportunities for all children to be stretched and challenged.</p> <p>Progress of learning is at least expected and evidenced in books and talking to children.</p> <p>Teaching inspires, motivates and drives a desire for independent learning across all areas of the curriculum.</p> <p>Teaching is considered to be secure and inspirational enough for teachers within the phase to observe and learn from in specialist subject areas.</p>	<p>metacognitive skills to enable them to become more effective and efficient learners.</p> <p>Teachers are able to support colleagues from the wider school to plan well-structured learning sequences showing clear learning gains in what they are able to do, know and understand, giving opportunities for all children to be stretched and challenged across the whole curriculum.</p> <p>Progress of learning is more than expected and evidenced in books and talking to children.</p> <p>Through an imaginative approach to the delivery of the curriculum, teaching inspires, motivates and drives a desire for independent learning across all areas of the curriculum, creating awe and wonder.</p> <p>Teaching is considered to be excellent and inspirational enough for teachers within the school to observe and learn from across all areas of the curriculum and this is evidence through feedback to the leadership team on showing a high impact on their own professional development.</p>	<p>colleagues both internally and externally, so that the children develop high levels of metacognitive skills to enable them to become more effective and efficient learners.</p> <p>Teachers are able to support colleagues from the wider school as well as partner schools to plan well-structured learning sequences showing clear learning gains in what they are able to do, know and understand, giving opportunities for all children to be stretched and challenged across the whole curriculum.</p> <p>Progress of learning is significantly more than expected and evidenced in books and talking to children.</p> <p>Through an imaginative approach to the delivery of the curriculum and engaging with evidence based research, teaching inspires, motivates and drives a desire for independent learning across all areas of the curriculum, creating awe and wonder.</p> <p>Teaching is considered to be exemplary and inspirational enough for teachers in partner schools to observe and learn from across all areas of the curriculum and this is evidence through feedback to the leadership team on showing a high impact on their own professional development.</p>
Behaviour and Engagement	<p>Teachers have exemplary positive behaviour management strategies for their own class leading to high levels of engagement for all children.</p> <p>Teachers have a high level of understanding of child development and trauma and are able to build strong relationships in the classroom to enable all children to feel safe and secure in the learning environment.</p>	<p>Teachers have exemplary positive behaviour management strategies for their own class leading to high levels of engagement for all children and can advise colleagues within the school.</p> <p>Teachers have a high level of understanding of child development and trauma and are able to build strong relationships with children across the school to enable all children to feel safe and secure in the</p>	<p>Teachers have exemplary positive behaviour management strategies for their own class leading to high levels of engagement for all children and is demonstrated to visiting colleagues in feedback to the leadership team, which shows strategies to impact on their own practice.</p> <p>Teachers are able to support and advise colleagues from partner schools about child development and trauma and are able to build strong relationships with children across the school to enable all</p>

		school environment, and support colleagues from within the school.	children to feel safe and secure in the school environment.
Personalise Learning	<p>Teachers have an in-depth knowledge of the 4 areas of SEND and are able to adapt their learning style and environment in order to allow <u>all</u> children to thrive.</p> <p>Teachers are able to provide stretch and challenge for <u>all</u> children of all abilities, including the children with high prior attainment.</p>	<p>Teachers are able to advise colleagues within the school on the 4 areas of SEND and are able to support in the adaptation of their learning style and environment in order to allow <u>all</u> children to thrive.</p> <p>Teachers are able to advise colleagues within the school on providing stretch and challenge for <u>all</u> children of all abilities, including the children with high prior attainment.</p>	<p>Teachers are able to advise colleagues in partner schools on the 4 areas of SEND and are able to support in the adaptation of their learning style and environment in order to allow <u>all</u> children to thrive.</p> <p>Teachers are able to advise colleagues in partner schools on providing stretch and challenge for <u>all</u> children of all abilities, including the children with high prior attainment.</p>
<p>TPAT Professional Knowledge and Understanding: ASSESSMENT AND MONITORING</p> <p>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</p> <p>P4 - Have up-to-date knowledge and understanding of the different types of qualifications and specifications and their suitability for meeting learners' needs</p>			
Descriptor	Upper Pay Range Point 1	Upper Pay Range Point 2	Upper Pay Range Point 3
Understanding of Assessment Requirements	<p>Teachers help colleagues improve Teaching and Learning experiences of all children by enhancing their grasp of Pupil Tracking and other progress measures, especially targeting the progress being made by children who classes as vulnerable.</p> <p>Teachers work with the SENDCo, Pupil Premium Leaders and Leadership Team to provide quality and appropriate interventions to support groups of children across the year group and to lead and train support staff.</p> <p>Teachers provide a thorough understanding, analysis and support for colleagues in: * EYFS assessment including baseline and progress against Early Learning Goals;</p>	<p>Teachers are fully aware of the school's responsibility to narrow the gap in attainment and progress, for children who are classed as vulnerable and are proactive in devising strategies that will impact on this work across the school, playing a key role in the delivery of CPD.</p> <p>Teachers work with the SENDCo, Pupil Premium Leaders and Leadership Team to provide quality and appropriate interventions to support groups of children across the phase group and to lead and train support staff.</p> <p>Teachers have a developing understanding of the tool for national data analysis and the data from Core Stats. Teachers work with the Leadership team to</p>	<p>Teachers are fully aware of the school's responsibility to narrow the gap in attainment and progress, for children who are classed as vulnerable and are proactive in devising strategies that will impact on this work across the school and in partner schools, playing a key role in the delivery of CPD.</p> <p>Teachers work with the SENDCo, Pupil Premium Leaders and Leadership Team to provide quality and appropriate interventions to support groups of children across the phase and advise other staff across the school and where appropriate, in partner schools and to lead and train support staff.</p>

	<ul style="list-style-type: none"> * Y1 phonics screening; * Y2 SATS; * Y4 Times Tables test; * Y6 SATS; as well as any other internal school assessments.	provide analysis of school data including strengths, areas to develop and emerging trends over time.	Teachers can interpret all aspects of school data well and lead training within a team to inform SLT and other staff members.
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TPAT Professional Knowledge and Understanding: SUBJECTS AND CURRICULUM

P5 - Have a more developed knowledge and understanding of their subjects/curriculum areas and related pedagogy including how learning progresses within them

Descriptor	Upper Pay Range Point 1	Upper Pay Range Point 2	Upper Pay Range Point 3
Subject Leadership and Strategic Planning	<p>Teachers annually evaluate outcomes in their subject teams and write a strategic action plan with identified key areas for priority based on the evaluation (SEF) based on evidence including tracking systems, learning scrutiny, pupil voice.</p> <p>Teachers evaluate the progress of children who are classed as vulnerable in their role as subject leaders and identify priority areas for improvement and maximise learning opportunities to celebrate success.</p> <p>Teachers work with the leadership team to use the monitoring and evaluation schedule for future developments within the whole school, seeking different opportunities to develop their own subject.</p>	<p>Teachers lead their colleagues in their subject teams and write a strategic action plan with identified key areas for priority based on the evaluation (SEF) based on evidence including tracking systems, learning scrutiny, pupil voice, as well as using comparative local and National data and additional relevant sources (eg.OFSTED, history association etc).</p> <p>Teachers support their colleagues to evaluate the progress of children who are classed as vulnerable in their role as subject leaders and identify priority areas for improvement and maximise learning opportunities, evaluating success of interventions.</p> <p>Teachers work with the leadership team to use the monitoring and evaluation schedule for future developments within the whole school, working with colleagues to seek different opportunities to develop subjects.</p>	<p>Teachers lead their colleagues in the subject teams away from their own, supporting, questioning and challenging their strategic action plan with identified key areas for priority based on the evaluation (SEF) based on evidence including tracking systems, learning scrutiny, pupil voice, as well as using comparative local and National data and additional relevant sources (eg OFSTED, history association etc).</p> <p>Teachers advise and support from partner schools to evaluate the progress of children who are classed as vulnerable in their role as subject leaders and identify priority areas for improvement and maximise learning opportunities, evaluating success of interventions and seeking alternatives using relevant evidenced based research to ensure effectiveness.</p> <p>Teachers work with the leadership team to use the monitoring and evaluation schedule for future developments within the whole school, seeking different opportunities to develop their own subject and offering expertise to partner schools, creating networks of support within the Trust.</p>

Understanding Sequence of Learning and Progression of Skills	Teachers ensure that the sequence of learning in units and the progression of learning throughout the subject they are leading across the school is focused, informed and regularly monitored.	Teachers ensure that the sequence of learning in units and the progression of learning throughout the subject they are leading across the school is focused, informed and regularly monitored and support colleagues in the improvement of other subjects.	Teachers ensure that the sequence of learning in units and the progression of learning throughout the subject they are leading across the school is focused, informed and regularly monitored and offer support and challenge to colleagues in the improvement of other subjects.
	Teachers lead their subject effectively across the school taking on board national initiatives, recent research and inspiring and motivating their colleagues to raise standards across the subject area.	Teachers lead their subject effectively across the school, and support colleagues in leading other subjects, taking on board national initiatives, recent research and inspiring and motivating their colleagues to raise standards across the subject area.	Teachers lead their subject effectively across the school and support colleagues in leading other subjects in the school and in partner schools, taking on board national initiatives, recent research and inspiring and motivating their colleagues to raise standards across the subject area.

TPAT Professional Knowledge and Understanding: **HEALTH AND WELLBEING**

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

Descriptor	Upper Pay Range Point 1	Upper Pay Range Point 2	Upper Pay Range Point 3
Knowledge of Child Development	<p>Teachers have an in depth understanding of brain development and the impact that trauma has on the ability to regulate and to learn.</p> <p>Teachers are role models in the school, having strong emotional intelligence and are emotionally available to support children across the year group to be robust and resilient children. Teachers develop positive mental health in children in their year group and work with families to safeguard their children.</p>	<p>Teachers support their colleagues in having an in depth understanding of brain development and the impact that trauma has on the ability to regulate and to learn and can articulate how this affects their classroom practice.</p> <p>Teachers are role models in the school, having strong emotional intelligence and are emotionally available to support children across the school to be robust and resilient children. Teachers develop positive mental health in children across the school and work with families to safeguard their children.</p>	<p>Teachers work with partner schools to have an in depth understanding of brain development and the impact that trauma has on the ability to regulate and to learn and can articulate how this affects their classroom practice.</p> <p>Teachers are role models in the school and beyond, having strong emotional intelligence and are emotionally available to support children across the school to be robust and resilient children. Teachers develop positive mental health in children across the school and work with families to safeguard their children.</p>

TPAT 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

Descriptor	Upper Pay Range Point 1	Upper Pay Range Point 2	Upper Pay Range Point 3
Classroom Planning	<p>Sequences of learning in core subjects are secure, progressive and adapt to suit the needs of the children, building on prior assessments and can stretch and challenge <u>all</u> children.</p> <p>All aspects of an effective lesson are securely in place: safe and supportive learning environment, clear learning intention, success criteria and good modelling, active grappling which is challenging and inspires curiosity and an effective plenary. Teachers approach each aspect with confidence, able to use their professional judgement in innovation of the model, to provide inspirational learning opportunities for <u>all</u> children.</p>	<p>Teachers model and lead colleagues in planning sequences of learning in core subjects, ensuring they are secure, progressive and adapt to suit the needs of the children, building on prior assessments and can stretch and challenge <u>all</u> children.</p> <p>Teachers model and lead colleagues in ensuring that all aspects of an effective lesson are securely in place: safe and supportive learning environment, clear learning intention, success criteria and good modelling, active grappling which is challenging and inspires curiosity and an effective plenary. Teachers approach each aspect with confidence, able to use their professional judgement in innovation of the model, to provide inspirational learning opportunities for <u>all</u> children.</p>	<p>Teachers demonstrate to partner schools their ability to plan sequences of learning in core subjects, ensuring they are secure, progressive and adapt to suit the needs of the children, building on prior assessments and can stretch and challenge <u>all</u> children. This is evidenced in feedback to the leadership team with clear indications on how to move their practice forward.</p> <p>Teachers lead colleagues in ensuring that all aspects of an effective lesson are securely in place: safe and supportive learning environment, clear learning intention, success criteria and good modelling, active grappling which is challenging and inspires curiosity and an effective plenary. Teachers approach each aspect with confidence, able to use their professional judgement in innovation of the model, to provide inspirational learning opportunities for <u>all</u> children. This is evidenced in feedback to the leadership team with clear indications on how to move their practice forward.</p>
Subject Leader Planning	<p>Teachers plan sequences of learning across the school in their subject leader role which are progressive, age and ability appropriate and take into account national agendas, up to date, high quality learning resources and liaison with other schools to challenge and improve practice.</p>	<p>Teachers support their colleagues in planning sequences of learning across the school in their subject leader role which are progressive, age and ability appropriate and take into account national agendas, up to date, high quality learning resources and liaison with other schools to challenge and improve practice.</p>	<p>Teachers support their colleagues in partner schools in planning sequences of learning across the school in their subject leader role which are progressive, age and ability appropriate and take into account national agendas, up to date, high quality learning resources and liaison with other schools to challenge and improve practice.</p>

<p style="text-align: center;"><u>TPAT Professional Skills: TEACHING</u></p> <p>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</p>			
Descriptor	Upper Pay Range Point 1	Upper Pay Range Point 2	Upper Pay Range Point 3
Teaching	Teachers ensure there is high quality learning in the classroom due to well-planned lessons and an innovative approach, leaving the children challenged, inspired and motivated. The learning is built on prior assessment and the teacher is responsive to the assessment of the children's needs throughout the session. More than expected progress is evidenced in books and talking to the children.	Teachers demonstrate to their colleagues within the school high quality learning in the classroom due to well-planned lessons and an innovative approach, leaving the children challenged, inspired and motivated. The learning is built on prior assessment and the teacher is responsive to the assessment of the children's needs throughout the session. More than expected progress is evidenced in books and talking to the children. This is evidenced in feedback to the leadership team with clear indications on how to move their practice forward.	Teachers demonstrate to colleagues in partner schools high quality learning in the classroom due to well-planned lessons and an innovative approach, leaving the children challenged, inspired and motivated. The learning is built on prior assessment and the teacher is responsive to the assessment of the children's needs throughout the session. More than expected progress is evidenced in books and talking to the children. This is evidenced in feedback to the leadership team with clear indications on how to move their practice forward.
<p style="text-align: center;"><u>TPAT Professional Skills: TEAM WORK AND COLLABORATION</u></p> <p>P9 - Promote collaboration and work effectively as a team member</p> <p>P10 - Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback</p>			
Descriptor	Upper Pay Range Point 1	Upper Pay Range Point 2	Upper Pay Range Point 3
Collaborative Skills	Teachers work successfully within a range of teams, aiming for challenging targets. Teachers are motivating in their teams and provide colleagues with support, guidance and challenge enable growth and development in their teams. Teachers ensure that workload is managed effectively within teams, giving a solution focused, efficient approach to the role. Teachers model desired behaviours of leadership, enabling, empowering and facilitating success within their teams. Teachers	Teachers lead and manage successfully a range of teams, aiming for challenging targets. Teachers are motivating in their teams and provide colleagues with support, guidance and challenge to enable them to grow and develop in their teams. Teachers ensure that workload is managed effectively within the school, giving a solution focused, efficient approach to the role. Teachers model desired behaviours of leadership, enabling, empowering and facilitating success across the school. Teachers	Teachers work successfully within a range of teams, aiming for challenging targets. Teachers are motivating in their teams and provide colleagues with support, guidance and challenge enable growth and development in their teams. Teachers ensure that workload is managed effectively within the school, giving a solution focused, efficient approach to the role. Teachers model desired behaviours of leadership, enabling, empowering and facilitating success across the school. Teachers deliver an appropriate level of challenge, and hold staff to account, to the attitudes and motivation of colleagues

	<p>deliver an appropriate level of challenge to the attitudes and motivation of colleagues to ensure an atmosphere conducive to wellbeing and a positive workforce.</p> <p>Teachers work successfully with support staff eg TAs and office staff, and show emotional intelligence, consistency, support and leadership at all times. Teachers work closely with the Leadership team to challenge behaviours which do not reflect the expectations and ethos of the school.</p>	<p>deliver an appropriate level of challenge to the attitudes and motivation of colleagues to ensure an atmosphere conducive to wellbeing and a positive workforce.</p> <p>Teachers work successfully with support staff eg TAs and office staff, and show emotional intelligence, consistency, support and leadership at all times. Teachers work closely with the Leadership team to challenge behaviours which do not reflect the expectations and ethos of the school.</p>	<p>to ensure an atmosphere conducive to wellbeing and a positive workforce.</p> <p>Teachers work successfully with support staff eg TAs and office staff, and show emotional intelligence, consistency, support and leadership at all times. Teachers work closely with the Leadership team to challenge behaviours which do not reflect the expectations and ethos of the school.</p>
<p>Staff Development, Coaching and Mentoring</p>	<p>Teachers identify opportunities for their own CPD to heighten outcomes for pupils within their phase or within the subject.</p> <p>Teachers lead staff training focusing on raising standards within their subject, as well as identifying opportunities for staff CPD in the subjects they lead to heighten outcomes for children. Teachers take a proactive, positive role in all staff training and challenge any negativity or disaffection.</p> <p>Teachers lead regular year group planning ensuring that outcomes are heightened by an inspirational curriculum and joint planning, and review their planning and assessments to inform subsequent learning opportunities.</p> <p>Teacher's strong expertise enables strong mentor support for NQTs and staff new to the school.</p> <p>Teachers are readily available to other colleagues to mentor and coach them in their and professional development. Teachers signpost relevant reading materials, research and quality forums for professional development and heighten outcomes for children.</p>	<p>Teachers seek out opportunities for their own CPD to heighten outcomes for pupils within in school. Teachers demonstrate passion for life-long learning and capitalise on all CPD experiences.</p> <p>Teachers lead staff training, and support colleagues, focusing on raising standards within their subject, as well as identifying opportunities for staff CPD in the subjects they lead to heighten outcomes for children.</p> <p>Teachers take a proactive, positive role in all staff training and challenge any negativity or disaffection.</p> <p>Teachers lead regular phase group planning ensuring that outcomes are heightened by an inspirational curriculum and joint planning, and review their planning and assessments to inform subsequent learning opportunities.</p> <p>Teacher's strong expertise enables strong mentor support for NQTs, staff new to the school and student teachers.</p> <p>Teachers are readily available to other colleagues to mentor and coach them in their and professional development. Teachers signpost relevant reading materials, research</p>	<p>Teachers seek out opportunities for their own CPD to heighten outcomes for pupils within school and look to initiate networking opportunities across the Trust.</p> <p>Teachers demonstrate passion for life-long learning and capitalise on all CPD experiences.</p> <p>Teachers lead staff training across the Trust, focusing on raising standards within their subject, as well as identifying opportunities for staff CPD in the subjects they lead to heighten outcomes for children. Teachers take a proactive, positive role in all staff training and challenge any negativity or disaffection. Teachers initiate and lead opportunities for research and collaboration with other schools.</p> <p>Teachers seek to support year groups across the school in their planning to ensure that outcomes are heightened by an inspirational curriculum and joint planning, and review their planning and assessments to inform subsequent learning opportunities.</p> <p>Teacher's strong expertise enables strong mentor support for NQTs, staff new to the school and student teachers, as well as supporting staff new to the mentoring role.</p> <p>Teachers nurture and approach colleagues to mentor and coach them in their professional development across the school. Teachers signpost and encourage</p>

		and quality forums for professional development and heighten outcomes for children and ensure that there is improvement in quality of leadership in colleagues.	relevant reading materials, research and quality forums for professional development and heighten outcomes for children and ensure that there is improvement in quality of leadership in colleagues.
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Teacher Annual Salary Statement as at [insert date]

Name					
School					
End Date (if post is temporary)					
Payroll Number					
Hours of Work		1.00 or 0.[insert] FTE			
Basic Salary					
Point on Spine	Individual Pay Range (leadership only)	Full Time Equivalent Annual Salary		Part Time Actual Annual Salary	
		£		£	
Other Allowances / Benefits		Level of Allowance	Full Time Annual Amount	Part Time Actual Annual Amount	End Date (if appropriate)
Teaching & Learning Responsibility (TLR) Payment		TLR1	£	£	n/a
Teaching & Learning Responsibility (TLR) Payment		TLR2	£	£	n/a
Teaching & Learning Responsibility (TLR) Payment		TLR3	£	£	
Special Educational Needs (SEN) Allowance			£	£	n/a
Recruitment & Retention Allowance			£	£	
Acting Allowance			£	£	
Safeguarding Allowance			£	£	
First Aid Allowance			£	£	

Total FTE Salary Inclusive of Allowances	£
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Criteria on which the salary will be reviewed at the end of the next academic year (leadership only):

Support Staff Annual Salary Statement as at [insert date]

Name			
School			
End Date (if post is temporary)			
Payroll Number			
Hours of Work			
Working Weeks			
Paid Weeks			
Basic Salary			
TPAT Pay Point	Full Time Equivalent Annual Salary	Part Time Actual Annual Salary	
	£	£	
Other Allowances / Benefits	Full Time Annual Amount	Part Time Actual Annual Amount	End Date (if appropriate)
Acting Up Allowance	£	£	
Recruitment & Retention Allowance	£	£	
First Aid Allowance	£	£	
Pay Protection	£	£	
Other Allowances	£	£	
Total FTE Salary Inclusive of Allowances		£	

Truro & Penwith Academy Trust (TPAT)

Support Staff Pay Scale from **1 September 2024 & April 2025**

Pay Scale Point	Annual FTE Salary	Hourly Rate
1	£23,599	£12.21
2	£23,559	£12.21
3	£23,559	£12.21
4	£23,651	£12.26
5	£23,743	£12.31
6	£24,366	£12.63
7	£25,464	£13.20
8	£26,563	£13.77
9	£29,584	£15.34
10	£32,880	£17.04
10a	£37,414	£19.39
11	£41,943	£21.74
Apprentice 1 (under 18 or first year)	£14,565.31	£7.55
Apprentice 2 (18–20)	£19,291.80	£10.00
Apprentice 3 (21 & over)	£23,559.00	£12.21

Please contact the HR Team regarding any roles that exceed TPAT Point 11.