



PAY POLICY

for Teaching & designated ELT staff

September 2024

Policy Owner:	SHINE Academies CEO
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Policy Review Date:	September 2025

This policy has been consulted on with the following trade unions: ASCL, NASUWT, Unison, GMB and UNITE and was implemented by SHINE Academies on the above date. This pay policy is based upon the terms and conditions outlined in the School Teachers Pay and Conditions Document 2024

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PAY POLICY OF SHINE ACADEMIES FOR 1 SEPTEMBER 2024 – 31 AUGUST 2025 ADOPTED BY THE TRUST BOARD

1 INTRODUCTION

- 1.1 This policy sets out the framework on which SHINE Academies (hereby referred to as the Trust) will make its decisions relating to pay and the way in which it will exercise its discretionary powers.
- 1.2 There is no statutory obligation for Academies to follow The School Teachers' Pay and Conditions Document (STPCD, blue book). However, the Trust Board has decided to follow the framework set out within the STPCD with regards to the determination of teachers' pay, the date by which they will determine the teachers' annual pay review; and the procedures for determining appeals.
- 1.3 The rules and requirements set out in this policy shall apply to all employees employed on Teaching contracts and members of the Executive Leadership Team. The exception to this is that, where an employee has transferred into the Trust under TUPE and has enhanced pay terms that are subject to TUPE, the enhanced TUPE pay terms will apply (subject to any other changes that may occur from time to time by agreement and/or under operation of TUPE)
- 1.4 This policy has been developed to ensure that all members of teaching staff are aware of the basis on which the Trust will determine teachers' pay, the process for annual pay reviews, progression, and for addressing any grievances teachers may have concerning their pay. It sets out the framework on which the Trust Board will make its decisions relating to pay and the way in which it will exercise its discretionary powers.
- 1.5 The Trust Board delegates the implementation of this policy to the Pay committee.

The terms of reference of which are attached at Appendix A

2 PRINCIPLES

The Trust Board's pay policy is based on the guiding principles below:

- Recognition that national and local agreements on pay and related conditions of service must be followed and that advice from the Executive Leadership Team and Headteachers will be considered
- Recognition that the application of the powers regarding pay (and related on-costs) has financial implications which need to be considered carefully given the effect of any changes in the Trust's budget in future years
- Salary determination should clearly be fair, justifiable and considered within a whole school context consistent with the short and long term requirements of the Trust's Development Plan
- The process of determining remuneration should be open, transparent, and fair.
- A need to maintain harmonious industrial relations within the school.

3 STATEMENT OF INTENT

- 3.1 The Trust Board will act with integrity, confidentiality, objectivity, and honesty in the best interests of the Trust; will be open about decisions made and actions taken and will be prepared to explain decisions and actions to interested persons. Its procedures for determining pay will be consistent within the principles of public life: objectivity, openness, and accountability.

This pay policy aims to:

- Maximise the quality of teaching and learning at the Trust
- Support the recruitment and retention of a high-quality workforce
- Enable the Trust to recognise and reward teachers appropriately for their contribution to the Trust
- Ensure that decisions on pay are managed in a fair, just and transparent way

3.2 Equalities Legislation

The Trust Board is committed to equality for all staff and will ensure procedures for determining pay comply with the following legislation:

Employment Relations Act 1999

Equality Act 2010

Employment Rights Act 1996

The Part-time Workers (Prevention of Less Favourable Treatment) Regulations 2000

The Fixed-term Employees (Prevention of Less Favourable Treatment) Regulations 2002

The Agency Workers Regulations 2010

The Trust Board will promote equality in all aspects of school life, particularly as regards all decisions on advertising of posts, appointing, promoting, and paying staff, training and staff development.

3.3 Job Descriptions

Headteachers will ensure that each member of staff is provided with a job description in accordance with the staffing structure agreed by the Trust Board. Job descriptions may be reviewed from time to time, in consultation with the individual member of staff concerned, in order to make reasonable changes in the light of the changing needs of the Trust. Job descriptions will identify key areas of responsibility. All job descriptions will be reviewed annually as part of the appraisal process.

3.4 Budget

The Trust Board will undertake the commitment to ensure that it is in possession of all the necessary budgetary information in a timely manner, in order to support the pay

progression. The budgetary position of the Trust will have no bearing on pay decisions/eligible pay progressions as these will be factored into the budget. If at any stage, it appears that in adopting this principle in the light of the overall budgetary position might potentially lead to an enforced reduction in staffing levels, there will be full consultation as part of that process of deciding the most appropriate course of action.

3.5 Annual Pay Award

In accordance with the recommendations in the School Teachers Pay and Conditions Document (STPDC 2024) the Trust Board will apply a 5.5% increase to all pay, allowance ranges and advisory points. All pay uplifts will be back dated to 1 September 2024.

4 PROCESS FOR DEALING WITH DETERMINATION OF PAY

4.1 Pay Reviews

4.1.1 The Trust Board will review every teacher's salary annually with effect from 1 September and issue a written statement no later than 31 October each year or 31 December for Headteachers' pay. The written statement should set out their salary and any other financial benefits as specified in the STPCD 2024 (paragraph 3.4, 27, and 29 to 36). Reviews may take place at other times of the year to reflect any changes in circumstances or job description that led to a change in the basis for calculating an individual's pay

4.1.2 A written statement to each member of staff will be given after any review and where applicable will give information about the basis on which it was made. Where a pay determination leads or may lead to the start of a period of safeguarding, the Trust Board will give the required notification as soon as possible and no later than one month after the date of the determination. Decisions in respect of the Headteacher's pay will be communicated by the Pay Committee in writing in accordance with paragraph 3.4 of the STPCD 2024

4.2 Pay Progression

4.2.1 On 1st September each year employees meeting the standards and/or requirements of their role will automatically progress in line with the relevant pay scale for their position. Where there are significant concerns about the performance of a teacher and they have been subject to formal proceedings under the capability policy pay progression may be withheld. Where sufficient progress has been made and the employee's performance is deemed to be satisfactory prior to 1 September, pay progression will be awarded. However, where progress is not deemed to be satisfactory, and this is documented, pay progression will be withheld, until such time as the performance is deemed acceptable, such as the successful conclusion of the capability process.

4.2.2 Recommendations for increases in pay will be differentiated such that the amount of any increase is clearly attributable to the performance of the teacher. A classroom teacher should have a reasonable expectation of progressing to the top of the appropriate pay range where they have demonstrated continued good performance as defined by relevant teachers' standards and the achievement of appraisal objectives over a number of years.

4.2.3 In the case of exceptional performance, evidenced through the appraisal process, the Trust Board will consider the award of up to two points where applicable. As a teacher moves up the main pay range evidence from the appraisal review should show:

- an increasing positive impact on pupil progress
- an increasing impact on wider outcomes for pupils
- improvements in specific elements of practice identified to the teacher, e.g. behaviour management or lesson planning

4.2.4 The Trust will ensure that ECTs are not negatively affected by the extension of the induction period from one to two years. This change does not prevent a school from awarding pay progression to ECTs at the end of the first year.

4.3 Obligations of the Trust Board, Chief Executive Officer, Headteachers, and Teachers

4.3.1 The obligations of the Trust Board, Chief Executive Officer, Headteachers and Teachers in respect of this pay policy are outlined in Appendix B.

5 PAY DETERMINATION FOR EXECUTIVE LEADERSHIP POSTS

5.1 General Considerations

5.1.1 The Trust Board will ensure that the process of determining the remuneration for Executive Leaders is fair and transparent. Executive Leadership pay relates to statutory leadership roles within the Trust (i.e. Chief Operating Officer, Accounting Officer) and any other senior roles above the level of Headteacher.

5.1.2 The Trust Board will comply with the requirements specified in the Academy Trust Handbook 2024 in relation to setting executive pay and will need to consider the evidence held as justification in response to ESFA challenge of salaries over £100,000. Moreover, the Trust will publish on its website the number of employees whose benefits exceeded £100,000.

5.2 Pay Determination

- 5.2.1 SHINE Academies have adopted an Executive Leadership pay scale that maps to existing pay structures reached through national collective agreement.
- 5.2.2 The Trust Board has used the factors identified in the Trust Handbook (**Appendix D**) and the number of School's incorporated in the Trust as the notional means of determining the Executive pay scales. It is recognised that the number of School's within the Trust will not always reflect the complexity of the Trust or wider responsibilities through service diversification. The Trust Board reserves the right to determine the Executive Leadership Scale that most fairly remunerates them for the responsibilities they hold.

5.3 Performance Review

- 5.3.1 Pay Progression for Executive Leaders will be determined in accordance with paragraph 4.2 of this policy. The Trust Board reserves the right to award more than one spinal point where there has been a high quality of performance. The Chief Executive Officer will be responsible for the performance management of all post holders on the Executive Leadership pay range. The Trust Board supported by external advisor will be responsible for the performance management of the Chief Executive Officer and Chief Finance Officer.
- 5.3.2 In order to determine the performance and pay progression for the Chief Executive Officer and the Chief Finance Officer, the Trust Board supported by an external advisor will establish an annual Executive Officer Performance Management Appraisal Committee. One committee will be convened per role. The committee will be responsible for setting performance objectives.

5.4 Executive Leadership Pay Range Effective from 1 September 2024

- 5.4.1 The Trust Board holds the right to review and revise the Executive Leadership pay range at any point.

The following are the agreed pay ranges for Trust Executive Leaders for those on Teacher/ SHINE Leadership payscales

Chief Executive Officer
[SHINE Leadership scales 1- 5]

Director of Primary Education
[STPCD Leadership Scale L27 – 33]

6 PAY DETERMINATION FOR HEADTEACHER POSTS

6.1 General Considerations

- 6.1.2 The Trust Board will ensure that the process of determining the remuneration for Headteachers is fair and transparent. Details in respect of the determination of the Headteacher's Group, and Indicative Pay Range and any additional payments will be well documented at every stage of determination of pay. All pay decisions will be made using objective criteria and there should be a clear audit trail for all decisions with reasons.
- 6.1.3 The Trust Board will adopt a three-stage process as outlined in a DfE guidance which is attached at Appendix C and paragraph 6 of this policy should be read in conjunction with this guidance.
- 6.1.4 The three-stage process will apply when:
- a. setting the pay for a new headship appointment
 - b. there are significant changes to responsibilities
 - c. it becomes necessary to review the pay of all leadership posts in order to maintain consistency with pay arrangements for either new appointments to leadership or for a member of the leadership group whose responsibilities significantly changed
 - d. it becomes necessary to review and change the Headteacher group size in line with the STPCD

6.2 Pay on appointment

- ***Headteacher Group***
The pay committee will review the school's head teacher group and the head's pay range in accordance with paragraphs 4,5,6, 8 and 9 of the STPCD (ordinary schools), or paragraphs 4,5, 7, 8 and 9 of STPCD (special schools)
- ***Accountability for one or more schools***
If the Headteacher takes on permanent accountability for one or more additional schools, the pay committee will set a pay range in accordance with the provisions of paragraph 6.6 or 7.9, respectively. For new appointments the pay committee will determine a pay range, taking account of the full role of the Headteacher, all permanent responsibilities of the role, any challenges that are specific to the role and all other relevant considerations (paragraph 9.3 of STPCD 2024), including recruitment issues. The pay committee will take into account the factors outlined in appendix C of this policy when determining an appropriate pay range. It will also take account of any other considerations it feels are relevant and minute carefully its decisions and reasons for those decisions
- ***Discretionary Payments***

The pay committee will consider using its discretion, in exceptional circumstances only, to exceed the 25 per cent limit beyond the maximum of the group range when setting the pay range for the Headteacher, as set out in paragraph 9.3 of the STPCD 2024. However, before doing so, it will make a fully documented business case and seek external independent advice

- ***Reference Points***

The pay committee will use reference points within the pay range as detailed in appendix E of this policy

- ***Starting Salary***

At the appointment stage, candidate specific factors will be taken into account when determining the starting salary. If necessary, the Trust Board will adjust the pay range to ensure appropriate scope of four reference points, for performance related pay progression

The pay committee will have regard to the provisions of paragraph 9.4 of the STPCD in particular, and 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

- ***Determination of temporary payments***

The pay committee will consider the use of temporary payments for clearly time-limited responsibilities or duties only, in accordance with paragraph 10 of STPCD 2024. Any indefinite, not time limited responsibilities must be taken into account when determining the Headteacher's pay range

The total sum of the temporary payments made to a Headteacher will not exceed 25 per cent 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 per cent above the maximum of the Headteacher group, except in wholly exceptional circumstances

The pay committee may determine that temporary and other payments be made to Headteacher which exceeds the limit above in wholly exceptional circumstances and with the agreement of the Trust Board. The Trust Board will seek external independent advice before providing agreement

6.3 Serving Headteachers

- 6.3.1 The pay committee will only re-determine the pay range of a serving Headteacher, in accordance with paragraph 9 of the STPCD 2024, if the responsibilities of the post change significantly, or if the pay committee determines that this is required to maintain consistency with pay arrangements either for new appointments to the leadership team or for a member(s) of the leadership group whose responsibilities significantly change.

- It will also re-determine the pay range if the group size of the school increases, or if the Headteacher takes on permanent accountability for an additional school(s) (Section 3 guidance, paragraph 9 of STPCD 2024) For example headteacher's pay range should be re-determined if it becomes necessary to change the headteacher group (including where the headteacher becomes responsible and accountable for more than one school on a permanent basis).
- If the pay committee re-determines the Headteacher's pay range, it will take account of all indefinite responsibilities of the post, any specific challenges and all other relevant factors, including retention issues. The pay committee will take into account the factors set out in appendix C of this policy when determining an appropriate pay range. It will also take account of any other considerations it feels are relevant and minute carefully its decisions and reasons for those decisions
- The pay committee will consider using its discretion, in exceptional circumstances, to exceed the 25 per cent limit beyond the maximum of the group range, as set out in paragraph 9.3 of STPCD 2024. However, before agreeing to do so, it will make a fully documented business case and will seek external independent advice
- The pay committee will use reference points within the pay range and will leave at least four reference points for performance-related pay progression
- The pay committee will review the Headteacher's pay in accordance with paragraph 11 of the STPCD 2024 and (paragraph 27 of the Section 3 guidance) and award up to two reference points where there has been sustained high quality of performance having regard to the results of the most recent appraisal carried out in accordance with the appraisal regulations 2012 and any recommendation on pay progression in the Headteacher's most recent appraisal report
- The pay committee will consider the use of temporary payments for clearly temporary responsibilities or duties only, in accordance with paragraph 10 of STPCD
- The total sum of temporary payments made to a Headteacher must not exceed 25 per cent 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 per cent above the maximum of the head teacher group, except in wholly exceptional circumstances
- The pay committee may determine that additional/temporary payments be made to a head which exceeds the limit above in wholly exceptional circumstances and with the agreement of the Trust Board. The Trust Board will seek external independent advice before providing agreement

7 DEPUTY/ASSISTANT HEADTEACHERS

7.1 The Trust Board will adopt a three-stage process as detailed in Appendix C and paragraph 7 of this policy should be read in conjunction with this guidance.

7.2 Pay on appointment

- ***Pay Range***

The pay committee will determine a pay range, taking account of the full role of the deputy/assistant headteacher, all permanent responsibilities of the role, any challenges that are specific to the role and all other relevant considerations (paragraph 9.4 of the STPCD), including recruitment issues. The pay committee will take into account the factors outlined in Appendix C when determining an appropriate pay range. It will also take account of any other considerations it feels are relevant and minute carefully its decisions and reasons for those decisions

- ***Reference Points***

The pay committee will use reference points within the pay range

- ***Starting Salary***

At the appointment stage, candidate specific factors will be taken into account when determining the starting salary. If necessary, the Trust Board will adjust the pay range to ensure appropriate scope of four reference points, for performance related pay progression

- ***Recruitment and Retention Payments***

The pay committee will exercise its discretion under paragraph 27 of the STPCD 2024 where there are recruitment issues, provided it has not already taken such issues into account when setting the pay range

The pay committee will consider whether the award of any additional payments are relevant, as set out in paragraph 27 of the STPCD document and in section 3 guidance paragraphs 65 to 68 of STPCD 2024

7.3 Serving Deputy/Assistant Headteachers

- The pay committee will review and, if necessary, re-determine the deputy/assistant headteacher pay range where there has been a significant change in the responsibilities of the serving deputy/assistant headteacher (paragraph 10 of section 3 guidance), or to maintain consistency with pay arrangements for either new appointments to the leadership group or to maintain pay arrangements for a member(s) of the leadership group whose responsibilities significantly change
- When determining the pay range of a serving deputy/assistant headteacher, the pay committee will take account of all permanent responsibilities of the role, any challenges that are specific to the role and all other relevant considerations (paragraph 9 of STPCD 2023), including recruitment/retention issues. The pay committee will take into account the factors outlined in appendix C when determining an appropriate pay range. It will also take account of any other considerations it feels are relevant and minute carefully its decisions and reasons for those decisions
- The pay committee will ensure the maintenance of appropriate differentials between different posts in its staffing structure

- The pay committee will exercise its discretion under paragraph 27 of the STPCD where there are recruitment issues, provided it has not already taken such issues into account when setting the pay range
- The pay committee will consider whether the award of any additional payments are relevant, as set out in paragraph 26 of the STPCD and section 3 guidance, paragraphs 60 to 68 of the STPCD 2023
- The pay committee will use reference points within the pay range and will leave at least [insert number] reference points for performance-related pay progression
- The pay committee will review pay in accordance with paragraphs 11.1 and 11.2 of STPCD 2024 and award up to two reference points where there has been sustained high quality of performance having regard to the results of the recent appraisal, and to any recommendation on pay progression recorded in the deputy/assistant headteachers most recent appraisal report.

8 CLASSROOM TEACHERS

8.1 Pay determination on appointment

- 8.1.1 The Trust Board will determine the pay range for a vacancy prior to advertising it. On appointment it will determine the starting salary within that range to be offered to the successful candidate.

In making such determinations, the Trust Board may take into account a range of factors, including:

- The nature and requirements of the post
- The specialist knowledge, skills and qualifications required for the post
- The experience required to undertake the specific duties of the post
- Market conditions
- The wider school context

- 8.1.2 The Trust Board will apply the principle of pay portability in making pay determinations for all new appointees as follows:

When determining the starting pay for a classroom teacher taking up their first appointment as a qualified classroom teacher, the Trust Board will pay the teacher on the Main Pay Range, and will allocate pay scale points as a minimum, in the following circumstances:

- One point on the main scale for each year of service as a qualified teacher in an Academy, City Technology College, a City College for the Technology of the Arts or independent school.

- One point on the main scale for each period of 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 in an occupation relevant to the teacher's work at the school, and experience with children/young people
- One point on the scale for each period of three years spent outside teaching but working in a relevant area. This might include 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.

8.3 The main pay range for teachers effective 1 September 2024

The Pay Committee will use reference points. Therefore, the pay scale for teachers on the Main Pay Range in this school is:

MPR 1	£31,650
MPR 2	£33,483
MPR 3	£35,674
MPR 4	£38,034
MPR 5	£40,438
MPR 6	£43,606

- 8.3.1 Pay Progression on the main pay range will be determined in accordance with paragraph 4.2 of this policy

9 PROGRESSION TO THE UPPER PAY RANGE

9.1 Applications to be paid on Upper Pay Range (UPR)

- 9.1.1 Any qualified teacher can apply to be paid on the Upper Pay Range at least once a year in accordance with this School's Pay Policy. It is the teacher's decision whether or not to submit a UPR application.

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 UPR in that school(s). This school will not be bound by any pay decision made by another school.

All applications should include the results of appraisals under the Appraisal Regulations 2012, including any recommendation on pay. 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.

In order for the assessment to be robust and transparent, it will be an evidence-based process only. Assessors should ensure that the teacher provides the evidence base to support the process. The collection of evidence should be proportionate and not increase workload for teachers. (for example teachers should not be asked to produce written evidence against each of the teachers' standards). Those teachers who are not subject to the Appraisal Regulations 2012, or who have been absent, through sickness, disability or maternity, may cite written evidence from a 3 year period before the date of application, from this school and other schools, in support of their application.

9.1.2 Process and procedures

One application may be submitted annually. The closing date for applications is normally the last date of the Summer term each year; however, exceptions will be made in particular circumstances, e.g. 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
- Submit the application form and supporting appraisal reports/evidence to the Director of Operations by the cut-off date of 31st August.
- The teacher will receive notification of the name of their assessor of their application within 5 working days
- The assessor will assess the application, which will include a recommendation to the Pay Committee of the relevant Board
- The application, evidence and recommendation will be passed to the Headteacher for moderation purposes, if the Headteacher is not the assessor
- The Pay Committee will make the final decision, advised by the Headteacher
- Teachers will receive written notification of the outcome of their application by [insert date]. Where the application is unsuccessful, the written notification 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)
- Prompt oral feedback will be provided by the assessor. Feedback will be given in a positive and encouraging environment and will include advice and support on areas for improvement in order to meet the relevant criteria.
- Successful applicants will move to the minimum of the UPR on 1 September of that academic year
- Unsuccessful applicants can appeal the decision. The appeals process is set out in Appendix F of this School's Pay Policy

9.1.3 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 relevant standards; and
- the teacher's achievements and contribution to the school are substantial and sustained.

In this Trust, this means:

“highly competent”:

the teacher’s performance is assessed as having extensive 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.

(DfE cites the following as examples, performance which is not only good but also good enough to provide coaching and mentoring to other teachers, give advice to them and demonstrate to them effective teaching practice and how to make a wider contribution to the work of the school, in order to help them meet the relevant standards and develop their teaching practice).

“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.

(DfE cites the following examples, of real importance, validity or value to the school; play a critical role in the life of the school; provide a role model for teaching and learning; make a distinctive contribution to the raising of pupil standards; take advantage of appropriate opportunities for professional development and use the outcomes effectively to improve pupils’ learning)

“sustained”:

the teacher must have had two consecutive successful appraisal reports in this school and have made good progress towards their objectives during this period (see exceptions as outlined in paragraph 9.4 of this policy). They have demonstrated teaching skills which lead to learners achieving well relative to the learners prior attainment, making progress as good as, or better than, similar learners nationally. Further information, including information on sources of evidence is contained within the school’s appraisal policy.

9.2 PAY DETERMINATION FOR EXISTING UPPER PAY RANGE TEACHERS FROM 1ST SEPTEMBER 2024

9.2.1 The Pay Committee will use reference points. Therefore, the pay scale for teachers on the upper pay range in the school is:

UPR 1	£45,646
UPR 2	£47,338
UPR 3	£49,084

9.2.2 The Pay Committee will determine whether there should be any movement on the Upper Pay Range. In making such a determination, it will take into account:

- paragraph 19 of the STPCD 2024
- the evidence base, which should show that the teacher has had a successful appraisal and has met or made significant progress towards objectives
- evidence that the teacher has maintained the criteria set out in paragraph 15.2 of the STPCD 2024. The meaning of these criteria is set out in paragraph 9.1.3 of this policy

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

- 9.2.3 Pay progression on the upper pay range will be clearly attributable to the performance of the individual teacher. The Pay Committee will be advised by the Headteacher in making all such decisions and have evidenced two successful and consecutive appraisal reviews. The Pay Committee will be able to objectively justify its decisions.
- 9.2.4 Where it is clear that the evidence shows the teacher has made good progress, i.e. they continue to maintain the criteria set out in this policy at paragraph 9.1.3 – ‘Assessment’, and have met or made significant progress towards their objectives, the teacher will move to the mid-point on the Upper Pay Range; or if already on the mid-point, will move to the maximum point of the Upper Pay Range. In the event where exceptional performance is exhibited and evidenced the Pay Committee may determine additional pay progression.

10 LEADING PRACTITIONER POSTS

10.1 Establishment of Posts

The Trust Board has the discretion to create posts for qualified teachers whose primary purpose is the modelling and leading improvement of teaching skills.

It is not the intention of the Trust Board to create a Leading Practitioner post during academic year 2024/2025 but the Trust Board will review its position from time to time.

11 UNQUALIFIED TEACHERS

11.1 Pay on appointment

The Pay Committee will pay any unqualified teacher in accordance with the provisions of the STPCD 2024. The Pay Committee will determine where a newly appointed unqualified teacher will enter the scale, having regard to any qualifications or experience they may have, which they consider to be of value. The Pay Committee

will consider whether it wishes to pay an additional allowance outlined in paragraph 22 of the STPCD 2024.

11.2 Pay determinations effective from 1 September 2024

The Pay Committee will use reference points. Therefore, the pay scale for teachers on the Unqualified Teachers pay range in the school is:

UTR 1	£21,731
UTR 2	£24,224
UTR 3	£26,716
UTR 4	£28,913
UTR 5	£31,409
UTR 6	£33,901

11.3 Pay Progression on the Unqualified Teachers Range

Pay Progression on the unqualified teachers pay range will be determined in accordance with paragraph 4.2 of this policy.

12 DISCRETIONARY ALLOWANCES

12.1.1 Teaching and Learning Responsibility Payments (TLRs) – TLR1 and TLR2

12.1.2 TLRs are awarded to holders of the posts indicated in the School Staffing Structure as attached at appendix I.

12.1.3 The Pay Committee may award a TLR to a classroom teacher for undertaking a sustained additional responsibility in the context of the school's staffing structure for the purpose of ensuring the continued delivery of high-quality teaching and learning and for which the teacher is accountable.

12.1.4 Pay Determination of TLR1 or TLR2 payment

The Pay Committee has determined the value of TLRs in this school as follows:

- a. The annual value of a TLR1 is £9,781 - £16,552
- b. The annual value of a TLR2 is:
 - i. 2a £3,214
 - ii. 2b £3,390
 - iii. 2c £8,278
- c. If the Pay Committee awards TLRs of different annual values to two or more teachers the minimum difference in the annual value between each award of a TLR1 is £1500, and between each award of a TLR2 is £1500

12.1.5 Criteria for awarding TLR1 or TLR2 payment

Before awarding any TLR1 or TLR2 payment, the Pay Committee must be satisfied that the teacher's duties include a significant responsibility that is not required of all classroom teachers in addition to line management responsibility as outlined in paragraphs 20.4 and 20.5 respectively of the STPCD 2024.

All job descriptions will be regularly reviewed and will make clear, if applicable, the responsibility or package of responsibilities for which a TLR1 or TLR2 is awarded taking into account the criterion and factors set out in this paragraph.

12.1.6 TLR3 Payments

After appropriate consultation the Pay Committee may award a fixed term TLR3 payment to a classroom teacher for clearly time-limited school improvement projects, or one-off externally driven responsibilities as set out in paragraph 20.3 of STPCD 2024. The annual value of a TLR3 must be no less than £679 and no greater than £3,343. TLR 3 payments will not be used to replace or limit teachers' pay progression on the Main, Upper or Leading Practitioner Pay Ranges.

A teacher who is in receipt of either a TLR1 or TLR2 payment may also hold a TLR3 concurrently.

The Pay Committee must be satisfied that the responsibilities meet the criteria in paragraph 20.4 of the STPCD.

The Trust Board will set out in writing to the teacher the duration of the fixed term, and the amount of the award will be paid in monthly instalments. If a TLR3 payment is awarded to a part time teacher, the pro-rata principle will **not** apply.

TLR3s should not be awarded consecutively for the same responsibility unless that responsibility relates to tutoring to deliver catch-up support to pupils on learning lost during the pandemic. TLR3s are **not** subject to safeguarding.

12.2 Special Needs Allowance

The Pay Committee will award a SEN spot value allowance on a range of between £2,679 and £5,284 to any classroom teacher in accordance with the criteria outlined in paragraph 21.2 of the STPCD.

When deciding on the amount of the allowance to be paid, the Trust Board will take into account the criteria outlined in paragraph 21.2 of the STPCD 2024. The Trust Board 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 Trust Board will also take account of paragraphs 55 to 59 of section 3 guidance within the STPCD in respect of establishing different values relating to SEN roles so that different payment levels can be objectively justified.

12.3 Allowance Payable to Unqualified Teachers

The Pay Committee may determine such additional allowance in accordance with paragraph 22 of the STPCD.

12.4 Safeguarding Allowances

Safeguarding arrangements will be applied in accordance with the circumstances outlined in paragraphs 30-37 of the STPCD 2024. These include change in pay policy, or to the school's staffing structure the relevant Board determines e.g. a teacher's duties will no longer attract a TLR1 or TLR2, SEN payments, unqualified teachers' allowance, reduction in the numbers of members of the leadership group or teachers paid on the range for Leading Practitioners.

12.5 Acting Allowance

Where a teacher is assigned and carries out the duties of Headteacher, Deputy Headteacher or Assistant Headteacher in accordance with paragraph 23 of the STPCD, the Pay Committee will, within a four-week period of the commencement of acting duties, determine whether or not the acting post holder will be paid an allowance.

The Pay Committee in accordance with paragraph 23 will determine the appropriate payment which will be backdated to the commencement date of the duties.

13 PART-TIME TEACHERS

- 13.1 The Trust Board will apply the provisions of the STPCD 2024 in relation to part-time teachers' pay and working time, in accordance with paragraph 40 and 41 and in section 3 guidance paragraphs 39-44 and 79-86 of STPCD.

14 TEACHERS EMPLOYED ON A SHORT NOTICE BASIS

- 14.1 Such teachers will be paid in accordance with paragraph 42 of the STPCD 2024.

15 RESIDENTIAL DUTIES

- 15.1 The Pay Committee will take account of agreements reached in the National Joint Council for Teachers in Residential Establishments in determining payments for residential duties.

16 ADDITIONAL PAYMENTS

- 16.1 The Trust Board may make payments as they see fit to a teacher (other than a Headteacher) in accordance with paragraph 26 of the STPCD 2024 and paragraphs 60-68 of the section 3 guidance.

17 RECRUITMENT AND RETENTION INCENTIVE BENEFITS

- 17.1 The Trust Board can award lump sum payments, periodic payments, or provide other financial assistance, support or benefits for a recruitment or retention incentive (paragraph 27 of the STPCD 2024 and paragraphs 70-72 of the section 3 guidance).
- 17.2 The Pay Committee will consider exercising its powers under paragraph 27 of the STPCD 2024 where they consider it is appropriate to do so in order to recruit or retain relevant staff. It will make clear at the outset, in writing, the expected duration of any such incentive or benefit, and the review date after which it may be withdrawn.
- 17.3 The Trust Board will, nevertheless, conduct an annual formal review of all such awards.
- 17.4 Headteachers, Deputy Headteachers and Assistant Headteachers may not be awarded payment for recruitment and retention other than reimbursement of reasonably incurred housing or relocation costs. Existing payments awarded under a previous Document subject to review, may continue at its existing value until such time as the respective pay range is determined in accordance with STPCD 2024.

18 SALARY SACRIFICE ARRANGEMENTS

- 18.1 In accordance with paragraph 28 of STPCD, where the employer operates a “salary sacrifice arrangement” (e.g. a child care voucher scheme), a teacher may participate in any arrangement and their gross salary shall be reduced accordingly, as outlined in the provisions in Section 3, paragraph 73 of the STPCD 2024.

19 HONORARIA

- 19.1 The Trust Board will not pay any honoraria to any member of the teaching staff for carrying out their professional duties as a teacher.

There is no provision within the STPCD for the payment of honoraria. Any such award to a teacher for their teaching work would be unlawful.

20 PAY APPEAL ARRANGEMENTS

- 20.1 The arrangements for considering appeals on pay determination are set out in Appendix G.

21 DATA PROTECTION

- 21.1 As part of the application of this policy SHINE Academies will collect, process and store personal data in accordance with our data protection policy. We will comply with the requirement for the Data Protection Act 2018 and any other Data Protection Legislation. Our Privacy Notice sets out how we will gather, process and hold personal data of individuals in relation to pay.

22 REVIEW OF PAY POLICY

- 22.1 The Trust Board must consult staff and unions on their pay policy. This policy does follow the framework and principles of the STPCD 2024 but the Trust is under no statutory obligation to do this. This will be kept under review and this policy will be reviewed and updated annually.
- 22.2 Under the Freedom of Information Act 2000, relevant boards should publish their pay policies through their Publication Schemes and those pay policies must be available on demand.

23 MONITORING THE IMPACT OF THE POLICY

- 23.1 The Trust Board will monitor the outcomes and impact of this policy on an annual basis, including trends in progression across specific groups of teachers to assess its effect and the school's continued compliance with equalities legislation.

Appendix A

The Pay Committee – Terms of Reference

The terms of reference for the Pay Committee will be determined from time to time by the Trust Board. The role of the relevant Board is each year to:

- Agree the pay policy, after consultation has taken place with staff and their union representatives in the school and amendments considered in the light of comments received.
- Inform staff of the policy adopted.
- Establish procedures for determining appeals by teachers against pay decisions and related matters (e.g. performance, threshold assessment).
- To recommend to the Trust Board the annual budget needed for pay, bearing in mind the need to ensure availability of monies to support any exercise of discretion. The Pay Committee may recommend that the Trust Board makes application for any additional funding available to support this process.
- Consider recommendations from the Headteachers about pay awards on the basis of the policy and budget.
- Appoint governors to determine the pay of the Headteacher
- Ensure that awards are made without unlawful discrimination.
- Monitor the overall distribution of awards and the impact of the pay policy.

The Trust Board may ask the Chief Executive Officer to:

- Formulate the draft pay policy for consultation with staff and unions in the school/service and consideration by the Trust Board.
- With the help of other senior staff as appropriate, review performance information for teachers and make recommendations to the pay committee regarding performance related pay awards.
- Monitor the impact of the arrangements for pay determinations on teachers and teaching at the school, and report to the Trust Board. In doing so, the CEO will need to take account of the requirements of the appraisal policy.

Where the Trust Board is the relevant Board, it may delegate pay decisions to a committee. Regulations require that a head must withdraw from any discussions on their pay and may not vote on it. Other employees must withdraw from any meeting during consideration of the pay or performance appraisal of any other employee and may not vote on related matters. The Regulations do not prevent governors from hearing representations from the interested party. For example, a Headteacher could present their views in a note, make a presentation, so long as they withdraw during the decision-making process.

No payments and conditions of employment other than those provided in the Document may be applied.

Appendix B

Obligations of the Trust Board, Chief Executive Officer, Headteachers and Teachers

1.0 Trust Board Obligations

- 1.1 The Trust Board will fulfil its obligations stipulated throughout this policy to ensure a fair and transparent process when determining pay
- 1.2 The Trust Board will need to consider any updated pay policy and assure themselves that appropriate arrangements for linking appraisal to pay are in place, can be applied consistently and that their pay decisions can be objectively justified.
- 1.3 The Trust Board will ensure that it makes funds available to support pay decisions, in accordance with this pay policy (see 'Processes and Procedures') and the school's spending plan.
- 1.4 The Trust Board will monitor the outcomes of pay decisions, including the extent to which different groups of teachers may progress at different rates, ensuring the school's continued compliance with equalities legislation.

2.0 Chief Executive Officer Obligations

- 2.1 The Chief Executive Officer will develop clear arrangements for linking appraisal to pay progression and consult with staff and school union representatives on the appraisal and pay policies.
- 2.2 Submit any updated appraisal and pay policies to the Trust Board for approval.
- 2.3 Ensure that effective appraisal arrangements are in place and that any appraisers have the knowledge and skills to apply procedures fairly.
- 2.4 Submit pay recommendations to the Trust Board and ensure the Trust Board has sufficient information upon which to make pay decisions.
- 2.5 Ensure that the Executive Leadership Team and Headteachers are informed about decisions reached; and those records are kept of recommendations and decisions made.
- 2.6 Monitor the performance of the Executive Leadership Team and Headteachers and gather evidence to support whether objectives are being met or not

3.0 Headteacher's Obligations

- 3.1 Headteachers will follow the appraisal process to ensure that all members of staff are set appropriate objectives, ensuring that staff understand how decisions about pay will be made
- 3.2 Monitor staff performance and receive evidence to support whether staff objectives are being met or not
- 3.3 Provide appropriate feedback to staff to ensure they understand what they need to do in order to improve and achieve their objectives
- 3.4 Share relevant information with the Chief Executive Officer and Trust Board

4.0 Teacher's Obligations

- 4.1 A teacher will engage with appraisal; this includes working with their appraiser to ensure that there is a secure evidence base in order for an annual pay determination to be made. This is relevant if a teacher wishes to submit an application to be paid on the Upper Pay Scale
- 4.2 Keep records of their objectives and review them throughout the appraisal process
- 4.3 Share their evidence base-they consider relevant with their appraiser

Appendix C

DfE Guidance October 2022 – three stage process

New appointments – the three-stage process

You should adopt the following three-stage process when setting the pay for **new appointments** to headship or the wider leadership team.

The pay of those in post will only need to be reviewed when there are **significant** changes to responsibilities.

The three-stage process offers governing boards substantial flexibility to set pay at the level needed to attract Headteachers and other members of the leadership team by systematically considering the circumstances of the role before advertising the post.

The three stages are:

Stage 1 – Defining the role and determining the Headteacher group

Stage 2 – Setting the indicative pay range

Stage 3 – Deciding the starting salary and individual pay range

You should ensure that all decisions and the reasons for them are well documented at every stage. All pay decisions must be made on objective criteria so that there is no discriminatory effect on any group of teachers with a particular protected characteristic under the Equality Act 2010.

Stage 1 – Defining the role and determining the Headteacher group

You should use this stage to define the job and identify the broad pay range as a provisional guide to determining an appropriate level of pay.

You will need to define and set out the specific role, **responsibilities and accountabilities** of the post as well as the **skills and relevant competences** required.

For Headteacher posts you should assign the school to a Headteacher group which will determine the appropriate broad pay range. This should be done by calculating the total unit score for the school in accordance with paragraphs 5-8 of the STPCD.

Prompt

Have you ensured that you have modified the total unit score to include, where appropriate, **permanent** responsibility for additional schools?

For other leadership group posts, you should consider how the role fits within the wider leadership structure of the school. The pay range for a deputy or assistant Headteacher should only overlap the Headteacher's pay range in exceptional circumstances.

Prompt

Does the role carry specific responsibilities and accountabilities which make it more challenging than posts of a similar grade within the leadership group? Is the role very different from other leadership posts.

Stage 2 – Setting the indicative pay range

At this stage you will need to consider the complexity and challenge of the role in the particular context of the school and make a judgement on pay in the light of this.

You should note that current discretionary payments, such as allowances for recruitment and retention, permanent additional responsibilities (e.g. the provision of initial teacher training (ITT)), and long-term provision to other schools, should be captured at this stage.

For Headteacher posts it is expected that normally you will conclude that the total unit score fully captures the complexity of the Headteacher role and that the relevant broad pay range accommodates appropriate levels of reward. You will wish to consider whether the indicative pay range should start at the minimum of the Headteacher group or whether you wish it to start at a higher level because of the level of challenge of the post.

There may, however, be circumstances in which there are additional factors that suggest the indicative pay range should be higher than would be provided by the basic calculation in stage 1. The following represent some examples of the additional factors that you may wish to consider, but these are for *guidance only and are not intended to provide an exhaustive list*:

- **the context and challenge arising from pupils needs** e.g. if there is a high level of deprivation in the community (Free School Meal (FSM) entitlement and/or English as an Additional Language indicators may be relevant) or there are high numbers of looked after children or children with special needs or there is a high level of in-year churn/pupil mobility, and this affects the challenge in relation to improving outcomes;
- **a high degree of complexity and challenge** e.g. accountability for multiple schools or managing across several dispersed sites, which goes significantly beyond that expected of any Headteacher of similar-sized school(s) and is not already reflected in the total unit score used at stage 1;
- **additional accountability not reflected in stage 1** e.g. leading a teaching school alliance;
- **factors that may impede the school's ability to attract a field of appropriately qualified and experienced leadership candidates**, e.g. location; specialism; level of support from the wider leadership team.

If you consider that circumstances warrant it, you can set the indicative pay range with a **maximum of up to 25%** above the top of the relevant Headteacher group range. Above that

limit, external independent advice must be sought and, should the advice suggest additional payment is appropriate, a business case must be made and agreed by the full governing Board.

You should ensure that no **double counting** takes place, e.g. of things taken account of in stage 1, such as responsibility for an additional school already reflected in the total unit score; or from using overlapping indicators, such as FSM and the pupil premium.

You **should not** increase base pay nor pay an additional allowance for regular local collaboration which is part of the role of all Headteachers.

For other leadership roles the process is broadly the same. You will wish to consider how the other leadership roles should be set in accordance with the level set for the Headteacher and ensure that there is sufficient scope for progression.

At the end of this stage you should decide where in the broad range to position the indicative pay range and set this out clearly when you advertise the job. You should make an **overall judgement** on the position and breadth of range, allowing appropriate scope for performance-related progression over time, clearly linked to school improvement priorities and outcomes.

There should be a clear audit trail for all decisions made and the reasoning behind them.
Prompt:

Does the total unit score provide an appropriate pay range for the job?

Are there any additional factors that need to be taken into account in determining the indicative pay range?

You may consider that it is appropriate to apply more weight to some factors than others, e.g. the level of social challenge; managing more than one school; difficulty in making a suitable appointment. For those factors which are not expected to persist, such as **temporary responsibility** for an additional school, these should be reflected through an allowance rather than consolidated into the indicative pay range.

Is the role so challenging that the pay range should extend above the maximum of the headteacher group for the school?

Have you considered whether there is any relevant benchmarking information available that would support your judgement on whether the pay range is justifiable?

Do you know where you can go for further assistance or support, e.g. HR advice, in exercising your judgements?

Does the pay range provide scope for performance-related progression over time?

What is the appropriate differential between the pay ranges for different leadership posts?

You will want to be sure that you consider the equality implications of any decisions over differentials.

Is there an audit trail to show the basis on which decisions have been made?

Stage 3 – Deciding the starting salary and individual pay range

The first two stages provide the means for determining the appropriate pay range. The third stage is essentially about deciding on the starting salary for the individual who is to be offered the post.

At this stage you will have a preferred candidate for the role and will wish to set the starting salary in the light of candidate-specific factors, such as the extent to which the candidate meets the specific requirements of the post.

It will be important for you to ensure that there is scope for performance-related progression over time.

Prompt:

Have you considered what you would be willing to offer as the upper limit of a starting salary?

Establishing a pay range above the school's Headteacher group

The expectation is that in most cases the pay range will be within the limits of the Headteacher group. However, in some cases, e.g. where there may be significant difficulty in making an appointment or there is a need to incentivise a head to take on responsibility for a very large school or to lead multiple large schools, it may be appropriate to consider extending the individual pay range.

The Trust Board can in such cases decide that the maximum of the pay range may be above the maximum of the Headteacher group, **up to an additional 25%**.

It should be wholly exceptional for the maximum of the pay range to be more than an additional 25% higher than the maximum of the Headteacher group. If it is considered that there are exceptional circumstances that warrant an extension beyond that limit, a business case would be required. You would need to seek external independent advice from an appropriate person or Board who can consider whether it is justifiable to exceed the limit in a particular case. There must be a clear audit trail for any advice given and a full and accurate record of all decisions made and the reasoning behind them.

Pay progression

It is the responsibility of the governing Board to ensure that performance-based progression awards reflect individual performance.

Pay progression for members of the leadership group is already linked to performance, but governing boards have had only limited scope to differentiate or increase the progression reward available.

The removal of the spine points gives greater flexibility to decide on the level of progression award appropriate to an individual's performance.

Schools should review and update their pay policies on an annual basis to ensure that they remain fit for purpose. They will need to revise their pay policies to reflect the changes to setting leadership pay and to clarify their approach to making decisions about pay progression for the leadership group. Governing boards will need to satisfy themselves that objective-setting is rigorous, and that the school's pay policy provides a clear link between levels of achievement and progression.

Appendix D

Setting Executive Pay

Trustees are aware that compliance with the Academy Trust Handbook (ATH) is a condition of each academy trust's funding agreement. The ATH sets out the financial management, control and reporting requirements that apply to all academy trusts.

Setting executive pay

The ATH 2024 sets out the following requirements in relation to setting executive pay:

- 2.27 The board of trustees must ensure its decisions about levels of executive pay (including salary and any other benefits) follow a robust evidence-based process and are a reasonable and defensible reflection of the individual's role and responsibilities. No individual can be involved in deciding their remuneration
- 2.28 The board must discharge its responsibilities effectively, ensuring its approach to pay and benefits is transparent, proportionate and justifiable, including:
 - an agreed process for determining executive pay
 - independent scrutiny by the board
 - robust decision-making
 - proportionality – that pay and benefits represent good value for money and are defensible relative to the public sector market
 - documented decision-making with rationale
 - a basic presumption that executive pay and benefits should not increase at a faster rate than that of teachers, in individual years and over the longer term
 - understanding that inappropriate pay and benefits can be challenged by ESFA, particularly in instances of poor financial management of the trust.

The Board of Trustees is accountable and answerable for the decisions it makes on setting pay and must robustly challenge escalating leadership costs where they are not clearly justifiable, or where it raises questions about financial sustainability.

In the event of schools, and therefore personnel joining the Trust, it may be necessary for salaries to remain the same following the transfer. The Board of Trustees will consider on a case by case basis whether it is appropriate to inherit salaries at existing

levels and ensure that:

- salaries are in line with the relevant pay policies
- all decisions around pay are evidence based
- the Trust is accountable for levels of pay across the Trust.

Trustees will ensure decisions around pay evidence a robust decision-making process that ensures pay is transparent, proportionate, reasonable and justifiable for all staff.

Trustees may, depending on role, take the following independent factors into consideration when setting pay and reviewing salaries:

Academic performance

Academic performance and the key outcomes of the Trust will be factored into the responsibilities of all executive members, however the level of impact this will have on each decision should vary depending on the role in question.

When considering academic performance in relation to executive pay, Trustees will consider pupil outcomes across the Trust and the level of improvement required to ensure that the Trust is providing the highest standard of education to its pupils. When reviewing salaries Trustees will also consider the level of progress that is being made towards improvement and ensure that appropriate adjustments are made where expectations are not being met.

Educational challenge

When making decisions about pay, the Board of Trustees will factor in any educational challenge the Trust may face as a result of its individual mission, motivations and values.

Based on the context and circumstances of the Trust, the Board of Trustees may require additional expertise as a result of particular challenge in the educational setting to deliver a curriculum that meets the needs of the pupils.

Financial performance

It is important for Trustees to consider the financial position of the Trust when considering salaries, both in terms of budgeting and in the level of challenge as a result of the Trust's current financial performance. Decision making by the board will be undertaken using robust data and the board should ensure it has sufficient access to the current actual financial position and financial projections for the trust to inform these decisions.

Broader factors that may increase the degree of challenge in the role

In addition to the factors set out above, Trustees will consider whether the role presents additional challenges outside of those that would normally be expected of this position. These might include:

- Permanent role and responsibilities that may not be typical of the role in other organisations
- Existing significant concerns at the trust

- A role in leading future plans for the trust (eg expansion)
- Additional accountabilities (eg leading a teaching school alliance)
- Responsibility for engaging the local community

Experience of the individual

When considering remuneration, Trustees will consider any additional expertise that the individual may bring to the role which will add value to the leadership team.

Cost of total remuneration package

Trustees will consider the total remuneration package, not just the cost of the basic salary.

Fixed-term appointments

Trustees will further consider the most appropriate contractual agreement for each individual. Where the Trust is looking for an individual to achieve a specific purpose at a trust over a pre- determined timescale, it may be more appropriate to recruit on a fixed term contract.

Performance management and salary increases

The use of funds intended for education to pay large bonuses is a matter that has come under much scrutiny. It is important that Trustees fully justify any potentially contentious decisions.

Pay increases (with the exception of cost of living uplifts) will be awarded in line with paragraph 4.2 of the trusts pay policy.

Pay increases should always be considered in the context of the wider organisation. Rewards must be applied appropriately at all levels. It is important that awards for exceptional performance be applied across all levels. Executive leadership pay should not increase at a faster rate than that of teaching staff. Consideration should be given to the rate of increase across the board.

Benchmarking

Benchmarking can be a very useful activity for Trustees to support quality decision making when taken into consideration alongside the specific context of the individual trust. When using benchmarking it is important to consider the individual trust perspective when comparing against statistically similar trusts. Where results show that the trust is at the high end of the benchmarking scale, Trustees will ensure clear reasoning and rationale as to why this is the case.

The Department for Education has a public [benchmarking tool](#) that includes information on staffing expenditure. A comparison on executive pay is not currently included as the Department does not hold data on each individual's executive pay, however, the tool can support in identifying comparable trusts based on financial information. Establishing relationships with other schools may aid future decision making by

providing the opportunity for more in-depth benchmarking.

Where possible Trustees will aim to benchmark against individuals with similar responsibilities, as the responsibilities associated with different job titles vary across the sector. Trustees may also contact similarly sized trusts in the area to enquire about their levels of remuneration.

Characteristics of the trust

Generally, larger academy trusts equate to bigger responsibilities. Trusts with a large number of academies across a wide range of provisions may require additional expertise in order to manage the trust effectively. The following characteristics of the Trust will be taken into consideration when setting salaries:

- Number of academies
- Number of pupils
- Range of provision
- The quality of provision and their financial effectiveness
- Context/challenge

Location

Trustees will consider whether location should be factored into decisions about pay when considering levels of remuneration.

Ratios

Decisions on executive salaries should not be made in isolation but should be considered alongside other salaries and the wider context of the trust. While there are no ideal ratio figures to suit all trusts, it is important that the board considers these statistics alongside the individual circumstances of the trust to form the basis of discussion around whether costs are reasonable and relevant in the context of the trust.

Gender Pay Gap reporting

The gender pay gap is the difference in the average hourly wage of all men and women across a workforce. Trusts with 250 or more employees are legally required to publish their gender pay gap figures annually, on the Government's [reporting portal](#) and on their own websites. The statutory deadline for public bodies to publish their data is 30 March each year. More information on the reporting requirements is available on the [Acas website](#).

All trusts have an important role in helping to reduce the gender pay gap, in order to build a fairer society and ensure that everyone is able to reach their full potential.

Trusts are encouraged to consider [evidence-based actions](#) to address gender pay differences, including:

- Ensuring transparency to promotion, pay and reward processes
- Clearly communicate the salary range on offer as the evidence indicates that women are less likely to negotiate their pay compared to men

The Government Equalities Office has published guidance to help employers understand their gender pay gap figures and take the right actions, including advice on using evidence-based [actions to close the gap](#), [eight ways to understand your gender pay gap](#) and a [four- step guide](#) to developing an action plan.

Pensions

The Teachers' Pensions Regulation 2010 and the Teachers' Pension Scheme Regulations 2014 mean academy trusts must put anybody who meets the criteria for the Teachers' Pension Scheme (TPS) into the scheme following the guidance that explains the eligibility of senior leaders. Eligibility of leaders is for the trust to decide.

Where members of the trust are not eligible for the TPS they may become eligible for The Local Government Pension Scheme. The individual may choose to opt out of these pension schemes.

You must consider whether the individual is on the correct pension package that represents the best value for money for your trust.

Succession planning

It is important to give due consideration to succession planning during recruitment and not just when seeking a replacement. Individuals should not automatically be recruited at the same level as their predecessor.

Public scrutiny

As academies operate with the use of public money, executive pay must be proportional and defensible to the public sector market and should reflect value for money. You should consider the public perception and the public benefit of your decision while considering salary decisions.

Shine Leadership Scales

SHINE 5 - Leadership Pay Point

2024 - 2025

SHINE 1 – 130,965.40

SHINE 2 – 133,465.40

SHINE 3 – 135,965.40

SHINE 4 – 138,465.40

SHINE 5 – 140,965.40

Appendix E

Headteacher Group Sizes and Leadership Pay Ranges

Headteacher Group Sizes and Group Ranges 2024/25		
Headteacher Group	Pay points	England and Wales £
Minimum	L1	£49,781.00
	L2	£51,027.00
	L3	£52,301.00
	L4	£53,602.00
	L5	£54,939.00
Group 1 (L6-L18)	L6	£56,316.00
	L7	£57,831.00
Group 2 (L8-L21)	L8	£59,167.00
	L9	£60,644.00
	L10	£62,202.00
Group 3 (L11-L24)	L11	£63,815.00
	L12	£65,286.00
	L13	£66,919.00
Group 4 (L14-L27)	L14	£68,586.00
	L15	£70,293.00
	L16	£72,162.00
	L17	£69,970.00
	L18a Maximum of Headteacher Group 1	£74,926.00
Group 5 (L18b-L31)	L18b	£75,675.00
	L19	£77,552.00
	L20	£79,475.00
	L21a Maximum of Headteacher Group 2	£80,634.00
Group 6 (L21b-L35)	L21b	£81,441.00
	L22	£83,464.00
	L23	£85,529.00
	L24a Maximum of Headteacher Group 3	£86,783.00
Group 7 (L24b-L39)	L24b	£87,651.00
	L25	£89,830.00
	L26	£92,052.00
	L27a Maximum of Headteacher Group 4	£93,400.00
	L27b	£94,332.00
Group 8 (L28-L43)	L28	£96,673.00

	L29	£99,067.00
	L30	£101,533.00
	L31a Maximum of Headteacher Group 5	£103,010.00
	L31	£104,040.00
	L32	£106,626.00
	L33	£109,275.00
	L34	£111,976.00
	L35a Maximum of Headteacher Group 6	£113,624.00
	L35b	£114,759.00
	L36	£117,601.00
	L37	£120,524.00
	L38	£123,506.00
	L39a Maximum of Headteacher Group 7	£125,263.00
	L39b	£126,517.00
	L40	£129,673.00
	L41	£132,913.00
	L42	£136,243.00
Maximum	L43 Maximum of Headteacher Group 8	£138,265.00

Points 18a, 21a, 24a, 27a, 31a, 35a, 39a and 43 on the Leadership Pay Range are the salary figures for headteachers at, or moving to, the top of the school group ranges only. These apply unless the relevant Board has chosen to pay a higher salary in accordance with paragraph 9 of Section 2 of the STPCD.

Appendix F

Withdrawal from Trust Board Meetings

1. Restrictions on persons taking part in proceedings of the Trust Board or its committees

- (1) A 'relevant person' means a governor, an associate member, the headteacher (whether or not that person is a trustee) or any person appointed as clerk to the Trust Board or to a committee.
- (2) Subject to sub paragraph 4 of Regulation 16 where in relation to any matter -
- (a) there may be a conflict between the interests of a relevant person and the interests of the Trust Board
 - (b) a fair hearing is required and there is any reasonable doubt about a relevant person's ability and there is any reasonable doubt about a relevant person's ability to act impartially or
 - (c) a relevant person has a pecuniary interest

that person, if present at a meeting of the school at which the matter is the subject of consideration, must disclose their interest and withdraw from the meeting and not vote on the matter in question.

2. Pecuniary Interest

Pecuniary interests

- (1) A pecuniary interest includes an interest in a contract or a proposed contract where—
- (a) a relevant person was nominated or appointed to office by a person with whom the contract was made or is proposed to be made;
 - (b) a relevant person is a business partner of a person with whom the contract was made; or
 - (c) a relative of a relevant person (including the relevant person's spouse, civil partner or someone living with the relevant person as if the other person were the relevant person's spouse or civil partner), to the knowledge of the relevant person had, or would be treated as having, such an interest.
- (2) For the purposes of regulation 16(b), a relevant person will not be treated as having a pecuniary interest in any matter—
- (a) provided that the value of the relevant person's pecuniary interest is no greater than that of the pecuniary interest commonly held by those paid to work at the school;
 - (b) by reason only of the fact that the relevant person was nominated or appointed to office by, is a member of, or is employed by, any public authority; or

- (c) by reason only of the fact that the relevant person is a member of a corporation or other body if the relevant person has no financial interests in any securities of that corporation or other body.
- (3) For the purposes of this paragraph “public authority” includes any person who performs functions which are of a public nature.
- (4) Trustees are not, by reason of their pecuniary interest in the matter, prevented from considering and voting upon proposals for the governing body to take out insurance protecting their members against liabilities incurred by them arising out of their office and the governing body is not, by reason of the pecuniary interest of their members, prevented from obtaining such insurance and paying the premiums.

3. Pay or appraisal of persons working at the school

- (1) This sub-paragraph applies where a relevant person who is paid to work at a school other than as Headteacher is present at a meeting of the school at which a subject of consideration is the pay or performance appraisal of any particular person employed to work at the school.
- (2) This sub-paragraph applies where a Headteacher of a school is present at a meeting of the school at which a subject of consideration is their own pay or performance appraisal.
- (3) In any case where sub-paragraph (1) or (2) applies, the person first mentioned in that sub-paragraph shall withdraw during the consideration or discussion of the matter in question and shall not vote on any question with respect to that matter.

Appendix G

Pay Appeal Arrangements - Part One

Background and Stages of Appeals Process

1.0 Background

A teacher may seek a review or appeal against any pay determination, if for example, they believe that the person or committee by whom the decision was made:

- a) incorrectly applied the school's pay policy and provisions of the STPCD
- b) failed to have proper regard for statutory guidance.
- c) failed to take proper account of relevant evidence.
- d) took account of irrelevant or inaccurate evidence
- e) unlawfully discriminated against the teacher.

Schools should ensure that an appeal procedure is in place before any pay determinations are made. The adoption of an appeals procedure after a pay appeal has already been lodged could leave schools open to a legal challenge.

2.0 Informal – Stage One: Informal discussion with appraiser or Headteacher prior to confirmation of pay recommendation

2.1 As part of the overall appraisal process, a pay recommendation is made by the appraiser/reviewer (normally the line manager) and discussed with the teacher at the review meeting **prior** to being submitted to the school's pay committee or relevant decision-making Board. Written details of and the reasons for the pay recommendation will be given to the teacher.

2.2 At this particular stage of the pay determination process, if the teacher wishes to better understand the rationale for the pay recommendation or bring any further evidence to the attention of the appraiser/reviewer, they should be given the opportunity to do so **before** the final pay recommendation is drafted in the appraisal report.

2.3 The nature of any subsequent appraisal and pay discussion will be informal and therefore representation (on either side) is not necessary nor would it be appropriate. At the conclusion of any further discussion, the pay recommendation may be adjusted or it may remain the same; the appraisal report will be updated to reflect the discussion.

2.4 This stage in the process may also mitigate the need to embark on further stages of the appeals process.

3.0 Formal – Stage Two: Representation to the Trust Boards Committee making the pay decision ('the decision maker')

3.1 In the event that the teacher continues to be of the view that an incorrect recommendation will be made, the teacher may make representation to the Trust Board

Committee making the final decision. The teacher will be required to submit a formal written statement to the pay committee making the determination setting down in sufficient detail the grounds for not agreeing with the pay recommendation.

3.2 The teacher can elect to attend the meeting with the pay committee who will make the pay determination. The recommendation provider should also be invited to attend the meeting in order to clarify the basis for the original decision. In these circumstances all parties will be notified at the earliest opportunity of the date and time of the Trust Board and the employee will be entitled to be accompanied by a colleague or union representative.

3.3 On determining a teacher's pay, the decision maker will write to the teacher advising them of the pay decision, the reasons for it and will, at the same time, confirm the teacher's right to appeal against the decision.

3.4 If on determining a teacher's pay, the 'decision maker' will write to the teacher advising them of the pay decision, the reasons for it and will, at the same time, confirm their right to appeal.

4.0 Formal - Stage 3: Formal Appeal Hearing with an Appeal Panel of Trustees

4.1 If the teacher wishes to appeal against the decision, they must do so in writing to the decision maker, within ten working days of the notification of the pay decision. The appeal must include a statement, in sufficient detail, of the grounds of the appeal on which they will rely.

4.2 On receipt of the written appeal, the clerk to the Trust Board will establish an appeal committee that should consist of three Trustees, none of whom are employees in the school or have been previously involved in the relevant pay determination process and convene a meeting of the appeal committee at the earliest opportunity and no later than 20 school working days of the date on which the written appeal was received. Both "the recommendation provider" and "the decision maker" will be required to attend the meeting.

4.14 The Procedure to be followed is outlined in **Part Two** of this Appendix.

Appendix H

Pay Appeal Arrangements - Part Two

The Appeal Committee

Proceedings for appeal committee hearings

1. Preliminary Matters

- 1.1 Any Member of the Appeal Panel who has been involved in the previous stages of the procedure shall not participate in the proceedings.
- 1.2 The meeting shall take place in private session and all parties shall be reminded that proceedings are confidential.
- 1.3 The Teacher may be accompanied/ represented by a fellow worker who may be a Trade Union representative.
- 1.4 It should be established whether the services of an interpreter are required.
- 1.5 Facilities shall be provided for each side to meet separately.
- 1.6 The function of the Appeal Panel is to either uphold the appeal from the teacher or to uphold the original decision.

2. Outline of the Procedure to be followed

- 2.1 The Clerk to the Panel shall confirm that the Panel is correctly constituted and that the preliminary matters in paragraph 1 above have been carried out.
- 2.2 The parties to the matter, with their representatives, if any, should be invited into the meeting.

3. Opening Remarks by Chair of the Panel

- 3.1 Introducing those present at the appeal
- 3.2 Advising that an adjournment may be requested at any time during the appeal.
- 3.3 Outlining the reason(s) for calling the hearing.

4. The Procedure

- 4.1 The Teacher or their representative presents their case, outlining the complaint.
- 4.2 The Head may ask the Teacher questions.

- 4.3 The Appeal Committee may ask the Teacher questions.
- 4.4 The Headteacher will outline the school's response.
- 4.5 The Teacher and/or their representative may ask the Headteacher questions.
- 4.6 The Appeal Committee may ask the Headteacher questions.
- 4.7 The Head will sum up.
- 4.8 The Teacher and/or their representative will sum up.
- 4.9 Both parties will leave the room whilst the panel determine the facts. They may seek the advice of any attending officer on questions of law and procedures only. If the panel decides to recall either side to clarify points, then both parties will be invited to return for that clarification.
- 4.10 The Panel shall reach a decision and inform all parties.
- 4.11 Both parties to be advised that the committee's decision will be communicated in writing to them within 5 working days of the hearing unless it is a complex matter requiring some investigation. In this case agreement will be sought from the member of staff about appropriate timescales.
- 4.12 Where an appeal is rejected, the decision should also communicate to the Teacher in writing the evidence considered and the reasons for the decision.
- 4.13 Pay appeals decisions are final and binding on both parties and may not be reopened under grievance procedures. Grievance procedures cannot be used for appeals against pay decisions.

Each committee is required to provide a confidential minute of the record of the decision and of any recommendations of the meeting to the next meeting of the full Trust Board. This record should refer to "the parties" rather than the named individuals.

Appendix I

School Structure