



LIFE Education Trust

PAY POLICY

2023/24

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LIFE Education Trust Pay Policy

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A. Introduction

1.0 Introduction

- 1.1 The People Committee has adopted the policy set out in this document to provide a clear framework for the management of pay and grading issues for those employed by the Trust.
- 1.2 The policy complies with the School Teachers' Pay & Conditions Document (STPCD), the National Joint Council (NJC) national agreements, and LIFE specific terms and conditions for Central Trust employees.
- 1.3 The People Committee is established with delegated powers in respect of this policy and to review the application and outcomes of the Trust's and Local School's pay and performance arrangements.

2.0 Aims of the Policy

- 2.1 To ensure that pay and establishment arrangements enable the current and future delivery of the curriculum and local school improvement plans.
- 2.2 To support the recruitment and retention of great people.
- 2.3 To demonstrate that decisions on pay are both objectively justifiable and equitable by recognising the principle of equal pay for like work and for work of equal value.
- 2.4 To provide flexibility to recognise individual employee performance linked to pay decisions.

3.0 Principles

3.1 Diversity and Equal Opportunities

- 3.1.1 The Trust seeks to ensure equal opportunities and respects the diversity of all employees regardless of age, disability, gender reassignment, marriage or civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.
- 3.1.2 The Trust will promote equity in all aspects of school life, particularly as regards to advertising of posts, appointments, promotions, pay, training and people development.

3.2 Performance

- 3.2.1 All employees on school teachers' terms and conditions are subject to performance related pay arrangements will be assessed in accordance with the Trust's Appraisal Policy (Attachment 4).
- 3.2.2 Annual progression within any pay range is as set out in the contracts of employment for Employees on NJC Terms and Conditions and Central Trust employees respectively and will be determined through the performance management process.

B. STCPD Employees

4.0 Pay Reviews

- 4.1 The People Committee will ensure that each teacher's salary is reviewed annually, with effect from 1 September and no later than 31 October each year, and that all teachers are given a written statement setting out their salary and any other financial benefits to which they are entitled.
- 4.2 The People Committee will ensure that the Head Teacher's annual pay review is completed by 31 December. This requirement also extends to Executive Head Teachers and Heads of School.
- 4.3 Reviews may take place at other times of the year to reflect any changes in circumstances or job description that lead to a change in the basis for calculating an individual's pay. A formal statement will be issued after any review and, where applicable, will give information about the basis on which it was made.

5.0 Pay Determination

5.1 Headteacher Pay Determination

- 5.1.1 The CEO will recommend the pay range and starting salary of Executive Headteachers, Headteachers and Head of Schools including assigning a seven point Individual Pay Range (IPR) based on the school group size and any permanent additional relevant factors, as determined within the framework of the current STPCD for approval by the People Committee.
- 5.1.2 The salary can exceed up to 25% of the maximum of the school(s)' combined group size by the People Committee making a determination to increase the IPR. Other than in exceptional circumstances, the IPR will not exceed 25% of the maximum of the school group size. A decision to exceed 25% of the maximum of the school group size must be supported by a clear business case referred for external independent advice before being considered by the People Committee.
- 5.1.3 The People Committee will ensure that, other than in exceptional circumstances, there is no overlap of salary bands between the Headteacher and other leadership posts.
- 5.1.4 In addition, the People Committee may consider an additional payment to the Headteacher in respect of temporary additional duties and responsibilities not included as a permanent factor in the calculation of the IPR. The additional payment will be time limited and will not exceed 25% of the agreed salary or 25% of the school group size, whichever is lower.
- 5.1.5 The IPR may be reviewed and subject to change to fill a vacant Headteacher post. For a newly appointed Headteacher the salary will be within the agreed IPR taking into account the experience of the successful candidate.
- 5.1.6 The People Committee will ensure that the reasons for setting the pay range at a given level are recorded and that the process for the determination of all Headteacher posts is objectively justifiable.

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5.2 Deputy/Assistant Headteacher Pay Determination

- 5.2.1 The Executive Headteacher/Headteacher will determine a five point pay range and starting salary for teachers on the Leadership Pay Ranges after consultation with the CEO.
- 5.2.2 The maximum of the Deputy or Assistant Head Teacher's pay range must not exceed the maximum of the Headteacher group for the local school. The pay range for a Deputy or Assistant Head Teacher should only overlap the Headteacher's pay range in exceptional circumstances.
- 5.2.3 On appointment, a teacher paid on the leadership scale will be appointed according to their experience at any point below the maximum of the pay range.
- 5.2.4 Any salary ranges or starting salaries outside the current pay structure must be approved by the People Committee.
- 5.2.5 The pay range for teachers paid on the leadership spine will be reviewed on 1 September each year. Alternatively, the pay range may be reviewed at any time during the year where there is a significant permanent change in the duties and responsibilities of the post, or where it is necessary to consider a retention payment for an employee on the leadership spine.
- 5.2.6 The People Committee will ensure that the reasons for setting the pay range at a given level are recorded and that the process for the determination of all leadership posts is objectively justifiable.

5.3 Leading Practitioners Pay Determination

- 5.3.1 The Executive Headteacher/Headteacher will determine a salary range and starting salary for Leading Practitioners after consultation with the CEO.
- 5.3.2 These posts will carry responsibility for modelling and leading the improvement of teaching skills across the local school and within the Trust which impact significantly and positively on pupil progress. These posts will assume a leadership role in developing, implementing and evaluating policies and practices in the local school that contribute to school improvement.
- 5.3.3 The pay range will be within the minimum and maximum of the range for Leading Practitioners as set out in Attachment 3a for Havering schools and in Attachment 3b for Essex schools.
- 5.3.4 When determining the pay range for such posts, the Executive Headteacher/Headteacher will do this by reference to the weight of responsibilities of the post and also the need to ensure objectively justifiable pay relativities between other posts.
- 5.3.5 Any Leading Practitioner appointment will be placed at the bottom point of their pay range.
- 5.3.6 Any salary ranges or starting salaries outside the current pay structure must be approved by the People Committee.

5.4 Unqualified, Main & Upper Pay Range Teachers Pay Determination

- 5.4.1 The People Committee will ensure that posts are paid in accordance with the Unqualified, Main & Upper Pay Ranges are set out in Attachment 3a for Havering schools and in Attachment 3b for Essex schools. These pay ranges are determined by the current STPCD.
- 5.4.2 A teacher will normally be appointed to the minimum pay point of the band, or their current pay point where continuous service applies. However, appointment to a higher pay point in the band may be agreed to take account of a teacher's previous salary and/or relevant skills and experience.

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- 5.4.3 For a main pay scale Teacher, who is appointed directly from another school/trust for the start of the Autumn term and is not at the top of the scale, it will be expected that they would be appointed at the next pay point. The exception to this would be if the previous school had notified to both the teacher and the Trust that their incremental progression would have been withheld had they remained.
- 5.4.4 The pay point awarded on appointment will be determined by the Executive Headteacher/Headteacher after consultation with the CEO subject to 5.4.1 to 5.4.3.

6.0 Pay Progression Based on Performance

6.1 Head Teacher Pay Progression

- 6.1.1 The Headteachers' Performance Management Review Panel will be responsible for making pay progression recommendations for Headteachers. .
- 6.1.2 These recommendations will be reviewed and further recommended by the CEO and approved by the People Committee

6.2 Other Leadership Group & Lead Practitioners Pay Progression

- 6.2.1 The Executive Headteacher/Headteacher will be responsible for making pay progression recommendations for teachers on the Leadership and Lead Practitioner Pay Ranges
- 6.2.2 These recommendations will be reviewed and further recommended by the CEO and approved by the People Committee.

6.3 Upper Pay Range, Main Pay Scale & Unqualified Pay Progression

- 6.3.1 The Executive Headteacher/Headteacher will be responsible for making pay progression recommendations for the teachers on these salary ranges.
- 6.3.2 These recommendations will be reviewed and further recommended by the CEO and approved by the People Committee.
- 6.3.3 Irrespective of performance, there is no entitlement to automatic pay progression from Unqualified to Main Pay Scale or from Main Pay Scale to Upper Pay Range or Leading Practitioner.
- 6.3.4 There will be automatic pay progression for teachers on the Main Pay Scale unless concerns about standards of performance have been formally raised with the teacher during the performance management cycle and have not been sufficiently addressed by the end of the process, despite appropriate support provided to the teacher in which case pay progression can be withheld. This may be done without requiring the need for capability procedures.
- 6.3.5 For teachers' whose performance has been determined as exceptional there is scope for pay to move two progression stages.
- 6.3.6 A teacher on the Upper Pay Range will be eligible for biennial performance pay progression where they have:
- Demonstrated increasing levels of outstanding teaching overall
 - Met the requirements of their job description/job role
 - Met their individual performance management objectives, although consideration will be given where factors beyond the teachers' control have impacted on their ability to meet those objectives
 - Demonstrated a personal responsibility for identifying and meeting their CPD needs

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6.4 Pay Progression & Teacher Absence

6.4.1 *Maternity Leave*

6.4.1.1 Teachers should not be disadvantaged by being on maternity leave and as such, the Executive Headteacher/Headteacher will base any pay and appraisal determination on the evidence available for any period before and after the maternity leave, including taking account of performance in previous appraisals.

6.4.1.2 This also applies for employees on adoption leave and shared parental leave.

6.4.2 *Long Term Sickness*

6.4.2.1 The pay progression process shall be suspended for when a teacher is absent from work due to long term sickness.

6.4.2.2 On return from sickness absence the Executive Headteacher/Headteacher should consider an assessment of overall performance for the review year on a case by case basis.

6.4.3 *Sabbatical Leave*

6.4.3.1 The pay progression process shall be suspended for the duration of their sabbatical.

6.4.4 *Suspension from Work*

6.4.4.1 The pay progression process shall be suspended for the duration of their suspension.

6.4.4.2 If the Teacher returns with no formal action having been taken against them, then they should not be disadvantaged by this.

6.4.4.3 If formal action is taken then absence from work due to suspension should not be taken into consideration in reviewing their performance for the year.

7.0 Movement to the Upper Pay Range

7.1 Applications and Evidence

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

7.1.2 Applications must be made on the appropriate form and submitted to the Executive Headteacher/Headteacher by 31 October in each year.

7.1.3 Applicants with a minimum of six years' teaching experience, with two of those years being at the maximum of the main pay scale will be automatically considered. Anything less than that will be at the Executive Headteacher/Headteacher's discretion.

7.1.4 If a teacher is simultaneously employed at another school either outside or within the trust they will need to submit separate applications if they wish to apply to be paid on the upper pay range in both schools. A local school will not be bound by any pay decision made by another school either within or outside the Trust.

7.1.5 Applications should contain evidence from the applicant's last three appraisals and any other evidence that they feel demonstrates that they meet the relevant teaching standards.

7.1.6 Where an applicant has had a break in service due for example to maternity leave and the evidence above is not available, the Executive Headteacher/Headteacher considering the application can take account of other evidence presented in place of the appraisal reports.

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7.2 The Assessment

- 7.2.1 An application from a qualified teacher will be successful where the Executive Headteacher/Headteacher is satisfied that the teacher is highly competent in all elements of the relevant standards, and their achievements and contribution to the local school are substantial and sustained.
- 7.2.2 For the purposes of this pay policy “highly competent” means performance which is not only consistently good but also good enough to provide coaching and mentoring to other teachers by giving advice and demonstrating effective teaching practice on how to make a wider contribution to the work of the local school, in order to help them meet the relevant teaching standards and develop their teaching practice.
- 7.2.3 For the purpose of this pay policy “substantial” means:
- Of real importance, validity or value to the local school
 - Playing a critical role in the life of the local school
 - Providing a role model for teaching and learning
 - Making a distinctive contribution to the raising of pupil standards
 - Taking advantage of appropriate opportunities for professional development and use the outcomes effectively to improve pupils’ learning
- 7.2.4 For the purpose of this pay policy “sustained” means maintained continuously over a period of 3 years.
- 7.2.5 Where a teacher has been absent on maternity leave, the local school will base any pay and appraisal determination on the evidence available for any period before and after the maternity leave, including taking account of performance in previous appraisal periods.
- 7.2.6 The Executive Headteacher/Headteacher will recommend to the CEO as to whether or not the application should be successful.
- 7.2.7 This recommendation will be reviewed and further recommended by the CEO and approved by the People Committee.

8.0 Part Time Teachers

- 8.1 Teachers employed on an ongoing basis at a local school but who work less than a full working day/week are deemed to be part-time. The Trust will ensure that part time teachers’ pay and working time will be dealt with in accordance with the current STPCD. All part-time teachers will be given a written statement detailing their working time obligations and the basis on which their pay has been calculated. This is subject to the provisions of the statutory pay and working arrangements and by comparison with the local school’s timetabled teaching week for a full-time teacher in an equivalent post. Pay scales and pay progression will be determined in line with the relevant arrangements stated elsewhere within the policy.
- 8.2 Part time teachers will be entitled to be paid for their contractual hours pro rata to a full time teacher and will also be entitled to PPA time, other non-contact time and directed time which will also allocated on a pro rata basis.

9.0 Short Notice/Supply Teachers

- 9.1 Teachers employed on a short notice or supply basis will have their pay determined in line with the arrangements as stated in this policy for other teachers. Teachers paid on a daily basis will have their salary assessed as an annual amount, divided by 195. For temporary teachers on short notice this will be multiplied by the number of days to be worked.
- 9.2 Teachers who work less than a full day will be paid at an hourly rate, calculated by dividing an annual amount by 1265.
- 9.3 A short notice teacher who is employed by the local school for a consecutive period of 12 months will not be paid any more in respect of that period than they would have if they had been in regular employment throughout the period.

10.0 Allowances

10.1 Teaching & Learning Responsibility Payments

- 10.1.1 TLR payments will be awarded to a teacher on the Main Pay Range or Upper Pay Range where a teacher is required to undertake a clearly defined and sustained additional responsibility within the local school's organisational structure. This additional responsibility will be for ensuring the continued delivery of high quality teaching and learning for which they are accountable.
- 10.1.2 The Executive Headteacher/Headteacher will determine the value of a TLR1 and TLR2 payment after consultation with the CEO.
- 10.1.3 For a post to be eligible for either a TLR1 and TLR2 payment it will need to cover all of the following criteria (for a TLR3 payment it is the first 3 criteria only):
- Is focused on teaching and learning
 - Requires the exercise of a teacher's professional skills and judgment
 - Has an impact on the educational progress of pupils other than the teacher's assigned classes or groups of pupils.
 - Requires the teacher to lead, manage and develop a subject or curriculum area; or to lead and manage pupil development across the curriculum.
 - Involves leading, developing and enhancing the teaching practice of others.
- 10.1.4 Part time teachers must, be paid on a pro rata basis for any TLR1 or TLR2 payments but will be paid at the full rate for a TLR3 payment. Where a part time teacher undertakes the full additional responsibilities of a TLR1 or 2, their contractual working time can be adjusted in order that it both fully reflects the additional time spent undertaking those additional responsibilities and provides the full additional payment for such responsibilities.
- 10.1.5 The Executive Headteacher/Headteacher may award a temporary TLR (TLR3) payment to a post requiring additional duties for a time limited period for a specific project. This project will be either identified as a priority within the School Development Plan, or as a substantial local school improvement project or an exceptional one off externally driven responsibility.
- 10.1.6 The value of any temporary TLR3 will be determined by the Executive Headteacher/Headteacher, in consultation with the CEO, according to complexity, level of responsibility and time spent on the role.

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10.1.7 The duration of such temporary TLR3 payments would normally not exceed a set period after which time they will be reviewed and may be extended if appropriate. The Executive Headteacher/Headteacher will formally notify the teacher the purpose for which the responsibility is paid, the length of the fixed term, the amount of the award and that it will be paid in monthly instalments.

10.1.8 There will be no safeguarding of any TLR3 payments.

10.2 Special Educational Needs (SEN) Allowance

10.2.1 The Executive Headteacher/Headteacher will award a Special Educational Needs Allowance, in consultation with the CEO, to a classroom teacher in the following circumstances:

- Who is in a SEN post that requires a mandatory SEN Qualification.
- Who teaches pupils in one or more designated special classes or units in the local school.
- Who is in any non-designated setting (including any pupil referral unit) that is analogous to a designated special class or unit where the post:
 - Involves a substantial element of working directly with children with special educational needs.
 - Requires the exercise of a teacher's professional skills and judgment in the teaching of children with special educational needs.
 - Has a greater level of involvement in the teaching of children with special educational needs than is the normal requirement of teachers throughout the local or unit within the local school.

10.2.2 The value of any SEN allowance in the local school will be within the range prescribed in the current STPCD.

10.3 Acting Allowances

10.3.1 A teacher who covers all of the duties, for a period of at least 4 weeks, associated with a post of a higher grade or additional allowances to their own will be considered for an acting allowance.

10.3.2 A determination should be made within a period of 4 weeks, beginning on the day on which the duties are first assigned and carried out. If such a determination is made to pay an allowance, this payment will normally be the difference between the teacher's substantive salary and the appropriate point on the pay range of the higher level post. The payment will cover the whole period of acting up during which the teacher will be expected to undertake the full range of duties and responsibilities of the post.

10.4 Recruitment & Retention

10.4.1 The Executive Headteacher/Headteacher may authorise a recruitment and retention payment, after consultation with the CEO, where there is clearly demonstrated evidence that such a payment is:

- Required to attract suitable candidates for a post which it has been or it is considered difficult to fill.
- Required to retain the skills and expertise of a teacher, particularly in a specialist area or where it is considered that the subsequent vacancy would be difficult to fill.
- To recognise a teacher's performance which exceeds the local school's expectations and which is not recognised through accelerated salary progression in other sections in this policy.

10.4.2 The value of any recruitment or retention payment will be determined according to the circumstances of each case and will take to account salary relativities across the Trust's organisational structures and known establishment changes in the future.

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10.4.3 The duration of the payment will be determined according to the circumstances of the payment. Initially this may be for a period of no more than 3 years and will be subject to annual review, which may extend the period if appropriate. Any agreement to award a recruitment and retention payment will be formally notified and will include details of the amount of the award, the duration of the award and the review date after which the payment can be withdrawn.

10.4.4 Other than in respect of housing or re-location expenses, the Leadership Group will not be entitled to a separate recruitment and retention payment. Remuneration in respect of any recruitment and retention payment will be reflected in their IPR.

10.5 Unqualified Teacher Allowance

10.5.1 The Executive Headteacher/Headteacher may determine, in consultation with the CEO, that an additional allowance be paid to an unqualified teacher where they have taken on a sustained additional responsibility which is focused on teaching and learning and **either** requires the exercise of a teachers' professional skills and judgement **or** qualifications or experience which bring added value to the role they are undertaking.

11.0 Additional Payments

11.1 Out of School Learning Activities

11.1.1 Teachers who undertake agreed voluntary learning activities outside the normal school day, and whose salary range does not take account of such activity, may be entitled to an additional payment. The Executive Headteacher/Headteacher, will consider each case individually before the activity takes place. Such activities may include but are not limited to:

- Activities for more able children
- Breakfast clubs
- Curriculum linked sporting or arts related activities or clubs.
- Holiday revision groups
- Homework clubs
- Saturday morning booster classes
- Study support groups
- Summer Schools.

11.1.2 The rate of payment will be determined according to circumstances, but will usually be at the teacher's daily or hourly rate calculated by reference to their actual salary on the Main or Upper Pay Range or by reference to a uniform notional spine point salary which would most appropriately be the maximum point of the Main Pay Range.

11.1.3 Where the activity involves an increase in the individual teacher's responsibilities this should be reflected by payment for the activity being on a higher spine point.

11.2 Provision of Services to Other Schools

11.2.1 The Trust may authorise teachers, including Leadership Group, to undertake additional responsibilities and activities relating to the raising of standards in one or more other school/academy.

11.2.2 Where such an agreement is authorised, the CEO will determine, what, if any, payment should be paid in recognition of the associated additional responsibility and how much shall be retained by the Trust to cover associated costs such as administration or supply cover.

11.2.3 All such payments are temporary with no entitlement to safeguarding when they cease.

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11.3 Activities related to the provision of initial teacher training (ITT)

11.3.1 The Trust does not make payments for ITT activities but employees may be reimbursed by organisations for which they deliver activities.

11.4 Continuing Professional Development

11.4.1 The Trust does not make payments for CPD outside of the school day.

12.0 Safeguarding

12.1 The Trust will apply the salary safeguarding provisions of the current STPCD. Where a pay determination may lead to the start of a period of safeguarding, the required notification will be given as soon as possible and no later than one month after the determination.

13.0 Appeals

13.1 Teachers may seek a review of any determination in relation to their pay or any decision taken by the Trust, or People Committee or individual acting with delegated authority that has affected them.

13.2 A Pay Appeals Committee will consider appeals on the grounds that the decision:

- Was incorrectly applied to any provision of the Pay Policy or other statutory provision.
- Failed to have proper regard for statutory guidance.
- Failed to take proper account of relevant evidence.
- Took account of irrelevant or inaccurate evidence.
- Was biased.
- Had unlawfully discriminated against the teacher.

13.3 The procedure for considering appeals is set out in Attachment 5.

C. NJC Employees

14.0 Pay Determination

14.1 Pay & Grading

14.1.1 The People Committee will determine the pay and grading of NJC employees in accordance with the National Joint Council (NJC) for Local Government Services and those agreed locally by the Trust (see Attachments 6a, 6b, 6c, 6d).

14.2 Salary on Appointment

14.2.1 It is normal practice for new employees to be offered and appointed on the first spinal point of the grade.

14.2.2 It may be appropriate to appoint at a higher spinal point where the preferred candidate for the post has been in receipt of a higher hourly rate than the first spinal point of the grade.

14.2.3 In these cases the Executive Headteacher/Headteacher should consider the following factors before making a decision in consultation with the CEO:

- Evidence of the preferred candidate's current or most recent salary.
- Preferred candidate's recruitment selection outcome compared to the second placed candidate.
- Benefits to the local school in appointing the preferred candidate on a higher rate of pay.
- Potential impact on other post holders of appointing the preferred candidate on a higher rate of pay.

14.2.4 Where a candidate is appointed with continuous service in the same role they would automatically retain their hourly rate on appointment.

14.3 Term Time Working

14.3.1 Employees who are term time working and not all year round are regarded as being part time workers and therefore the Local Government Services National Agreement on Pay and Conditions of Service applies equally to them.

14.3.2 The only exception to this is annual leave, for which there is no entitlement to take during term time. Therefore, as also in the case of casual workers, their pro-rata annual leave entitlement is paid as added working weeks as set out in Attachment 7a for Havering schools and Attachment 7b for Essex schools.

15.0 Pay Progression

- 15.1 The Executive Headteacher/Headteacher will be responsible for making pay progression recommendations for NJC employees.
- 15.2 These recommendations will be reviewed and further recommended by the CEO and approved by the People Committee.

16.0 Additional Responsibility Payment

- 16.1 This is payable when a higher graded post becomes temporarily vacant for a continuous period of at least four weeks for any reason other than annual leave.
- 16.2 This payment is made to employees who carry out the full duties and responsibilities of the higher graded post and will receive the salary that would apply if they were promoted to the position, i.e. the first spinal point. However, if cover extends for more than six months, employees may be eligible for incremental progression.
- 16.3 Additional Responsibility Payments should not exceed twelve months unless it is covering the substantive post-holder's absence or the post falls within the scope of a proposed organisational change.

17.0 Honorarium Payment

- 17.1 This payment is made to employees who carry out the partial duties and responsibilities of a higher graded post.
- 17.2 Employees who undertake part of the duties and responsibilities of a higher graded post will receive a partial payment. For example, if 20% of the higher graded duties and responsibilities were being covered then 20% of the grade differential will be paid.
- 17.3 An honorarium payment may be shared between two or more employees on a pro-rata basis

18.0 Safeguarding

- 18.1 The arrangements for the safeguarding of salaries for NJC employees is for a maximum period of 18 months.

D. Central Trust Employees

19.0 CEO

19.1 Pay Determination

- 19.1.1 The post of CEO is paid in accordance with the STPCD. Consequently, pay will be determined by both the school group size of the Trust as a whole, as well as the award of a discretionary allowance that shall not exceed 25% of the CEO's spinal point.
- 19.1.2 This allowance will take to account the size and complexity of the Trust and will be determined by the People Committee.

19.2 Rationale for STPCD Terms & Conditions

- 19.2.1 The CEO is directly accountable to the Board, parents/carers, and external stakeholders and regulators for the educational outcomes of all schools within the Trust.
- 19.2.2 The CEO is also directly responsible to the Board for ensuring that all schools within the Trust are using appropriate assessment methods and reporting on pupil development, progress and attainment in a timely and accurate manner. This includes the development and implementation of assessment policies and procedures, as well as monitoring and evaluating the effectiveness of these approaches.
- 19.2.3 The CEO will also be required to provide planned teacher cover across the Trust for each academic year as and when required.

19.3 Pay Progression

- 19.3.1 The CEO Performance Management Review Panel will be responsible for making pay recommendations to be approved by the People Committee.

20.0 Trust Employees

20.1 Pay Determination

- 20.1.1 The CEO will recommend the pay range and starting salary for approval by the People Committee.
- 20.1.2 Trust Employees may also be given fixed allowances in addition to substantive salaries which will be recommended by CEO and approved by the People Committee.

20.2 Pay Progression

- 20.2.1 The CEO will be responsible for making pay progression recommendations in accordance with employees' contractual terms and conditions to be approved by the People Committee.

20.3 Allowances

- 20.3.1 STPCD or NJC allowances will also apply to Trust Employees as stated in their contractual terms and conditions.

E. List of Attachments

23.0 List of Attachments

- A1a Head Teacher – Groups/Pay Ranges – Havering Schools
- A1b Head Teacher – Groups/Pay Ranges – Essex Schools
- A2a Leadership Group – Pay Ranges – Havering Schools
- A2b Leadership Group – Pay Ranges – Essex Schools
- A3a Teaching Rates of Pay- Havering Schools
- A3b Teaching Rates of Pay- Essex Schools
- A4 LIFE Education Trust Teacher Appraisal Policy
- A5 Teaching Pay Appeals Procedure
- A6a NJC Pay Scales – FBA, Benhurst &The Bridge
- A6b NJC Pay Scales – Dame Tipping
- A6c NJC Pay Scales – Essex Schools
- A6d NJC Pay Scales – Essex Schools – April 2023
- A7a Term Time Working – Additional Paid Weeks – Havering Schools
- A7b Term Time Working – Additional Paid Weeks – Essex Schools



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LIFE Education Trust Teacher Appraisal Policy

1.0 Purpose

- 1.1 This policy sets out the framework for a continuous process for identifying, evaluating and developing the work performance of teachers, so that the goals and objectives of the Trust and local schools are more effectively achieved, while at the same time benefiting teachers in terms of recognition of performance, professional development and career guidance.
- 1.2 The policy seeks to minimise the impact on workload for individual teachers, appraisers and Headteachers to avoid unnecessary bureaucracy for all parties concerned.
- 1.3 This policy will also be used to address any concerns that are raised about a teacher's performance and sets out the arrangements that will apply in these circumstances.

2.0 Scope

2.1 Application

- 2.1.1 This policy applies to all teachers except for:
- Those on contracts of less than one term.
 - Early Career Teachers
 - Anyone who is the subject of formal capability proceedings.

2.2 Teachers' Standards

- 2.2.1 The standards against which performance must be assessed in respect of a teacher are the set of standards articulated in the Teachers' Standards document and any other set of standards relating to teachers' performance published by the Secretary of State that the Governing Body shall determine as being applicable.
- 2.2.2 In order to meet the Teachers' Standards, a teacher will need to demonstrate that their practice is consistent with the definitions set out in Part 1 (Teaching) and Part 2 (Personal & Professional Conduct).

3.0 Appointment of Appraisers

3.1 Headteacher Appraisal

- 3.1.1 The Trust Board will appoint an appraiser for the CEO and Headteachers.
- 3.1.2 Where a Headteacher or CEO is of the opinion that the appraiser is unsuitable for professional reasons, then they can submit a written request to the Chair of the Trust Board for that person to be replaced setting out the reasons why.

LIFE Education Trust Teacher Appraisal Policy

3.2 Teacher Appraisal

- 3.2.1 All appraisers will have received training as required to enable them to fulfil all aspects of their role appropriately and effectively, including appraisal review meetings, objective setting, classroom observation and providing quality feedback to appraisees.
- 3.2.2 The Headteacher is responsible for the appraisal of all teachers, but may delegate this responsibility to the teacher's line manager.
- 3.2.3 Where a teacher is of the opinion that the person to whom the Headteacher has delegated the appraiser's duties is unsuitable for professional reasons, the teacher can submit a written request to the Headteacher for that appraiser to be replaced stating the reasons why.
- 3.2.4 Where it becomes apparent that the appraiser will be absent for the majority of the cycle or is unsuitable for professional reasons, the Headteacher may perform the duties instead or delegate them in their entirety to another teacher. Where this teacher is not the appraisee's line manager, the teacher will have an equivalent or higher status in the organisational structure as the appraisee's line manager.
- 3.2.5 Where a teacher is experiencing difficulties and the Headteacher is not the appraiser, the Headteacher may choose to undertake the role of appraiser.
- 3.2.6 An appraisal cycle will not begin again in the event of an appraiser being changed.

4.0 The Appraisal Cycle

- 4.1 The annual appraisal cycle will run from 1 September to 31 August. The performance of teachers will be reviewed on an annual basis.
- 4.2 Where a teacher joins a local school part way through a cycle, the Headteacher, or in the case where the teacher is the Headteacher the Trust Board in consultation with the appointed appraiser, shall determine the length of the first cycle for that teacher, with a view to bringing the cycle into line with the other teachers at the local school as soon as reasonably practicable.
- 4.3 Where a teacher transfers to a new post within the Trust part way through a cycle, the Headteacher or, in the case of a teacher taking up the post of Headteacher the Trust Board in consultation with the appointed appraiser, shall determine whether the cycle should begin again and whether to change the appraiser.
- 4.4 Where a teacher or Headteacher is employed on a fixed term contract for longer than a term but less than 12 months, the length of the appraisal period will be determined by the duration of the contract.

LIFE Education Trust Teacher Appraisal Policy

5.0 Objective Setting

5.1 Headteachers & CEO

- 5.1.1 The Headteacher/CEO objectives will be set by the Trust Board using the Bluesky system in line with published guidance, after consultation with the appraiser and the Headteacher/CEO.
- 5.1.2 Both the Headteacher/CEO and the Trust Board will seek to agree the objectives, but where a joint decision cannot be made, the Trust Board will make the decision after taking advice from the appraiser.

5.2 Teachers

- 5.2.1 The objectives will be set for each teacher using the Bluesky system in line with published guidance, before, or as soon as practicable after, the start of each appraisal cycle and will be Specific, Measurable, Achievable, Realistic and Time-bound and will, if achieved, contribute to the Trust and local school's plans for improving educational provision and performance, improving the education of pupils and also by taking into account the professional aspirations of the teacher.
- 5.2.2 Suitable objectives include those related to classroom instructional practices, contributions to the development of school curriculum and relationship with pupils, colleagues and parents/carers.
- 5.2.3 Objectives should also be justifiable and equitable when judged across teachers with similar roles and responsibilities as well as being appropriate to the teacher's role and level of experience.
- 5.2.4 On the grounds that emerging issues are unlikely to be known at the outset of an appraisal period, objectives may need to be adjusted throughout the appraisal period so that they remain relevant to the performance of the individual and to the priorities of the Trust and local school.
- 5.2.5 The appraiser and appraisee will seek to agree to the objectives, but where a joint decision cannot be made then the Headteacher shall make the decision.
- 5.2.6 The appraisal is not designed to cover the full range of a teacher's role and responsibilities, but instead to focus on the individual priorities for the appraisal cycle. It will therefore be assumed at the performance assessment stage that those aspects of a teacher's role and responsibilities not covered by the appraisal have been satisfactorily carried out.
- 5.2.7 All teachers will be required to show evidence that they have met the Teachers' Standards. A teacher will therefore need to demonstrate that their practice is consistent with all the aspects displayed in Part 1 (Teaching) and Part 2 (Personal & Professional Conduct) of the Teachers' Standards document.

LIFE Education Trust Teacher Appraisal Policy

6.0 Reviewing Performance

6.1 Gathering the Evidence

- 6.1.1 As part of the overall appraisal process, it is important that the teacher is clear about the evidence that will be required by their appraiser to enable the appraiser to assess their performance and in turn make a substantiated and evidence based pay recommendation.
- 6.1.2 Evidence should show and demonstrate a contribution towards:
- A positive impact on pupil progress.
 - A positive impact on wider outcomes for pupils.
 - Improvement in specific elements of practice.
 - A positive contribution to the work of the school.
- 6.1.3 The evidence gathered will largely be determined by the nature and scope of the agreed objectives and the Teacher's Standards. Examples of evidence may include but not be limited to:
- Classroom observations
 - Task observations
 - Reviews of assessment results
 - Reviews of lesson planning records
 - Internal tracking
 - School Improvement Plans
 - Moderation within and across other local schools
 - Pupils' voice
 - Parents' voice
 - Headteacher walkabouts
 - Evidence supporting progress against Teachers' Standards

6.2 Observation

- 6.2.1 Observation of classroom practice and other responsibilities is important as a way of assessing teachers' performance in order to identify any particular strengths and areas for development they may have, gaining useful information which can inform local school improvement more generally and enabling teachers to learn from each other and collaborate. Observation should be carried out in a supportive fashion and not add to teacher workload.
- 6.2.2 Any classroom or task observations will be carried out in accordance with the local school's classroom and task observation protocol.
- 6.2.3 Where evidence emerges about the appraisee's performance, which gives rise to concern during the appraisal cycle, additional observations may be arranged during the cycle.

LIFE Education Trust Teacher Appraisal Policy

6.3 Development & Support

- 6.3.1 The local school's Continuing Professional Development (CPD) programme will be partially informed by the training and development needs identified through the appraisal process. It is the shared responsibility of both the appraiser and appraisee to highlight development and support needs.
- 6.3.2 The budget planning will ensure that, as far as reasonably practicable, resources are made available for appropriate development and support agreed for appraisees maintaining access on an equitable basis.
- 6.3.3 With regard to the provision of CPD in the case of competing demands on the local school's budget, a decision on relative priority will be taken with regard to the extent to which:
- The CPD identified is essential for an appraisee to meet their objectives.
 - The extent to which the development and support will help the school to achieve its priorities

6.4 Feedback

- 6.4.1 Appraisees will receive feedback on their performance throughout the year and as soon as practicable after observation has taken place or other evidence has come to light. Feedback will highlight particular areas of strength as well as any areas that require further development. Where there are concerns about any aspects of the teacher's performance the appraiser will meet the teacher formally to:
- Give clear feedback to the teacher about the nature and seriousness of the concerns.
 - Give the teacher the opportunity to comment and discuss the concerns.
 - Set clear objectives for required improvement.
 - Agree any support (e.g. coaching, mentoring, structured observations), that will be provided to help address those specific concerns.
 - Make clear how, and by when, the appraiser will review progress (it may be appropriate to revise objectives, and it will be necessary to allow sufficient time for improvement. The amount of time is up to the local school but should reflect the seriousness of the concerns).
 - Explain the implications and process if no, or insufficient, improvement is made – e.g., impact on pay progression and potential move to formal capability.
- 6.4.2 When progress is reviewed, if the appraiser is satisfied that the teacher has made, or is making, sufficient improvement, the appraisal process will continue as normal, with any remaining issues continuing to be addressed through that process.

LIFE Education Trust Teacher Appraisal Policy

7.0 Annual Assessment

- 7.1 Each teacher's performance will be formally assessed at the end of each appraisal cycle and assessment of performance will be on the basis agreed at the beginning of the cycle. In assessing the performance of a Headteacher the Trust Board must consult the appraiser.
- 7.2 In assessing performance, the following where appropriate, shall also be taken into consideration:
- 7.2.1 Where factors beyond the teacher's control have impacted on their ability to meet objectives.
- 7.2.2 Where a teacher has been absent for some or all of the assessment period, an assessment will be based on appraisal during any periods of attendance and/or prior appraisal. This will be considered alongside the assumption that, in order to progress, the teacher will have been present for the majority of the cycle.
- 7.3 The teacher will receive as soon as practicable by the end of each appraisal cycle a report which will be completed within the Bluesky system, which they will then have the opportunity to comment upon. The appraisal report will include:
- 7.3.1 An assessment of the teacher's performance against their objectives
- 7.3.2 An assessment of the teacher's performance against their roles and responsibilities and relevant standards.
- 7.3.3 An assessment of the teacher's professional development needs and identification of any action that should be taken to address them.
- 7.3.4 A recommendation on pay where that is relevant.
- 7.4 A review meeting will take place to discuss the content of the report and further action required and to inform objective setting for the next cycle.

LIFE Education Trust Teacher Appraisal Policy

8.0 Pay Progression

8.1 The Pay & Personnel Committee will consider annually whether or not to increase the salary of teachers who have completed a year of continuous employment since the previous annual pay determination and if so, to what salary within the relevant pay ranges.

8.2 Deputy/Assistant Headteacher & Lead Practitioners

8.2.1 A teacher on a Leadership or Lead Practitioner pay range will be eligible for performance pay progression where they have:

- Played a critical role in the life of the Trust/Local school
- Inspired those around them and worked with others to create a shared strategic vision which motivates pupils and employees alike.
- Taken a lead in enhancing standards of teaching and learning and value enthusiasm and innovation in others.
- They have confidence and ability to make management and organisational decisions and ensure equity, access and entitlement to learning
- Been assessed at an overall outstanding level of teaching, where appropriate for the role.

8.3 Upper Pay Range Teachers

8.3.1 An upper pay range teacher will be eligible for biennial performance pay progression where they have:

- Demonstrated increasing levels of outstanding teaching overall
- Met the requirements of their job description/job role
- Met their individual performance management objectives, although consideration will be given where factors beyond the teachers' control have impacted on their ability to meet those objectives
- Demonstrated a personal responsibility for identifying and meeting their CPD needs

8.4 Main Pay Range & Unqualified Teachers

8.4.1 A teacher will be eligible for annual pay progression where they have:

- Been assessed as meeting all of the teaching standards throughout the assessment period.
- Met their appraisal objectives
- Had their teaching assessed as at least good overall during the assessment period.
- Met the requirements of their job description/role.
- Demonstrated a personal responsibility for identifying and meeting their CPD needs.

8.4.2 In determining pay progression one pay point will normally be awarded, and two pay points may be awarded where performance has exceeded expectations of the role. In the event of a teacher falling somewhat short of expectations incremental progression could be withheld.

8.4.3 To qualify for a pay point increase the teacher would need to demonstrate most of the following:

- To have met all of the objectives and all of the relevant standards.
- Shown a commitment to improving their own performance as well as others and to continuing professional development.
- All their teaching will have been assessed as at least good.

LIFE Education Trust Teacher Appraisal Policy

- 8.4.4 To qualify for a two pay point increase the teacher would need to demonstrate most, if not all of the following:
- To have exceeded all of the objectives and have fully met all of the relevant standards.
 - Shown a strong commitment to the local school by going above and beyond the expectations of their job, acting as an exemplar for others and having shown a commitment to improve their own performance and their continuing professional development.
 - All their teaching was assessed as outstanding.

9.0 Appeals

- 9.1 At specified points in the appraisal process, such as when setting targets, reviewing of progress at mid-year or during the final review, all teachers have a right of appeal to the Headteacher, and in the case of the Headteacher/CEO to the Trust Board against any of the entries in their review statements.
- 9.2 Where a teacher has concerns about the pay recommendation which cannot be resolved at the review meeting, they should include these on the review statement for consideration by those responsible for making pay decisions.
- 9.3 A teacher may make a formal appeal against a decision on pay, which must be submitted in writing within ten working days of receipt of written notification of that decision.
- 9.4 A Pay Appeals Committee will consider appeals on the grounds that the decision:
- Was incorrectly applied to any provision of the Pay Policy or other statutory provision.
 - Failed to have proper regard for statutory guidance.
 - Failed to take proper account of relevant evidence.
 - Took account of irrelevant or inaccurate evidence.
 - Was biased.
 - Had unlawfully discriminated against the teacher.

LIFE Education Trust Teacher Appraisal Policy

10.0 Transition to Capability

- 10.1 When a teacher is experiencing difficulties in meeting the performance standards and objectives set in the appraisal cycle and is unable to be resolved through support and guidance, the appraiser will arrange a meeting with the teacher as part of the appraisal process to:
- 10.1.1 Provide formal feedback to the teacher about the nature and seriousness of the concerns.
 - 10.1.2 Give the teacher the opportunity to comment on and discuss these concerns.
 - 10.1.3 Give the teacher at least five working days' notice that a meeting will be held to discuss targets for improvements alongside a programme of support.
 - 10.1.4 Agree and establish, in consultation with the teacher, an action plan with clear objectives and support that will help to remedy specific concerns.
 - 10.1.5 Make clear how progress will be monitored and when it will be reviewed.
 - 10.1.6 Explain the implications, including impact on pay progression, and process if no, or insufficient improvement is made.
- 10.2 The teacher's progress will continue to be monitored as part of the appraisal process which will normally be between four and eight working weeks and in any case shall only be as long as necessary to allow reasonable time for improvement.
- 10.3 If sufficient progress is made then the teacher should be informed of this by the end of the review period and the appraisal process will then continue as normal.
- 10.4 In cases where insufficient progress has been made, the teacher will be invited to a transition meeting to determine whether formal capability proceedings will be invoked, at which they can choose to be accompanied by a work place colleague or trade union representative. Also present would be the Appraiser and the Headteacher/CEO (or the Chair of the Trust Board if it is the capability of the CEO in question). There may also be a note taker and a LIFE HR representative present.
- 10.5 The meeting will consider the following matters, of which will have been submitted to the teacher in writing at least five working days before the meeting:
- 10.5.1 The evidence that has given rise to the specific concerns about the teacher's performance.
 - 10.5.2 The seriousness of the concerns and their impact on the performance of the local school.
 - 10.5.3 The support that has been provided to date.
 - 10.5.4 The time for which the concerns have persisted.
 - 10.5.5 The degree of improvement achieved and whether or not this has been sustained.
 - 10.5.6 The extent to which the employee has shown insight and has engaged with the support provided throughout the appraisal process.
 - 10.5.7 Any mitigating factors.
- 10.6 The teacher will be formally notified of the decision, normally within five working days. The decision will be either to continue with the appraisal process or to invoke the capability procedure by convening a formal capability meeting.

LIFE Education Trust Teacher Appraisal Policy

11.0 Monitoring and Evaluation

- 11.1 The Pay and Pay Personnel Committee will monitor the operation and effectiveness of this policy.
- 11.2 The CEO will provide the Pay & Personnel Committee with a written report on the operation of this policy annually. The report will not identify any individual by name.
- 11.3 This report will include an assessment of the impact of this policy on:
- Race
 - Sex
 - Sexual Orientation
 - Disability
 - Religion and Belief
 - Age
 - Part-time Status
 - Maternity and Pregnancy
- 11.4 The CEO will also report on whether there have been any appeals or representations on an individual or collective basis on the grounds of alleged discrimination.

Head Teachers - Groups / Pay Ranges Havering Schools wef 1 September 2023

School Group Size

	1	2	3	4	5	6	7	8
6	£57,124							
7	£58,565							
8	£59,826	£59,826						
9	£61,225	£61,225						
10	£62,703	£62,703						
11	£64,229	£64,229	£64,229					
12	£65,629	£65,629	£65,629					
13	£67,178	£67,178	£67,178					
14	£68,749	£68,749	£68,749	£68,749				
15	£70,368	£70,368	£70,368	£70,368				
16	£72,144	£72,144	£72,144	£72,144				
17	£73,718	£73,718	£73,718	£73,718				
18	£74,730	£75,478	£75,478	£75,478	£75,478			
19		£77,258	£77,258	£77,258	£77,258			
20		£79,076	£79,076	£79,076	£79,076			
21		£80,142	£80,944	£80,944	£80,944	£80,944		
22			£82,852	£82,852	£82,852	£82,852		
23			£84,812	£84,812	£84,812	£84,812		
24			£85,965	£86,826	£86,826	£86,826	£86,826	
25				£88,890	£88,890	£88,890	£88,890	
26				£90,995	£90,995	£90,995	£90,995	
27				£92,234	£93,157	£93,157	£93,157	
28					£95,377	£95,377	£95,377	£95,377
29					£97,642	£97,642	£97,642	£97,642
30					£99,980	£99,980	£99,980	£99,980
31					£101,350	£102,364	£102,364	£102,364
32						£104,808	£104,808	£104,808
33						£107,325	£107,325	£107,325
34						£109,884	£109,884	£109,884
35						£111,406	£112,519	£112,519
36							£115,210	£115,210
37							£117,987	£117,987
38							£120,813	£120,813
39							£122,437	£123,662
40								£126,661
41								£129,729
42								£132,881
43								£134,765

Spinal Point

Note: Salaries at the following points have two values with the maximum of the pay range clearly shown for those Head Teachers paid at the top of the school group range:
L18, L21, L24, L27, L31, L35, L39

Head Teachers - Groups / Pay Ranges Essex Schools wef 1 September 2023

School Group Size

	1	2	3	4	5	6	7	8
6	£53,380							
7	£54,816							
8	£56,082	£56,082						
9	£57,482	£57,482						
10	£58,959	£58,959						
11	£60,488	£60,488	£60,488					
12	£61,882	£61,882	£61,882					
13	£63,430	£63,430	£63,430					
14	£65,010	£65,010	£65,010	£65,010				
15	£66,628	£66,628	£66,628	£66,628				
16	£68,400	£68,400	£68,400	£68,400				
17	£69,970	£69,970	£69,970	£69,970				
18	£71,019	£71,729	£71,729	£71,729	£71,729			
19		£73,509	£73,509	£73,509	£73,509			
20		£75,331	£75,331	£75,331	£75,331			
21		£76,430	£77,195	£77,195	£77,195	£77,195		
22			£79,112	£79,112	£79,112	£79,112		
23			£81,070	£81,070	£81,070	£81,070		
24			£82,258	£83,081	£83,081	£83,081	£83,081	
25				£85,146	£85,146	£85,146	£85,146	
26				£87,253	£87,253	£87,253	£87,253	
27				£88,530	£89,414	£89,414	£89,414	
28					£91,633	£91,633	£91,633	£91,633
29					£93,902	£93,902	£93,902	£93,902
30					£96,239	£96,239	£96,239	£96,239
31					£97,639	£98,616	£98,616	£98,616
32						£101,067	£101,067	£101,067
33						£103,578	£103,578	£103,578
34						£106,138	£106,138	£106,138
35						£107,700	£108,776	£108,776
36							£111,470	£111,470
37							£114,240	£114,240
38							£117,067	£117,067
39							£118,732	£119,921
40								£122,912
41								£125,983
42								£129,140
43								£131,056

Spinal Point

Note: Salaries at the following points have two values with the maximum of the pay range clearly shown for those Head Teachers paid at the top of the school group range:
L18, L21, L24, L27, L31, L35, L39

Leadership Group Pay Ranges Havering Schools wef 1 September 2023

1	£50,929
2	£52,113
3	£53,314
4	£54,555
5	£55,822
6	£57,124
7	£58,565
8	£59,826
9	£61,225
10	£62,703
11	£64,229
12	£65,629
13	£67,178
14	£68,749
15	£70,368
16	£72,144
17	£73,718
18	£75,478
19	£77,258
20	£79,076
21	£80,944
22	£82,852
23	£84,812
24	£86,826
25	£88,890
26	£90,995
27	£93,157
28	£95,377
29	£97,642
30	£99,980
31	£102,364
32	£104,808
33	£107,325
34	£109,884
35	£112,519
36	£115,210
37	£117,987
38	£120,813
39	£123,662
40	£126,661
41	£129,729
42	£132,881
43	£134,765

Leadership Group Pay Ranges Essex Schools wef 1 September 2023

1	£47,185
2	£48,366
3	£49,574
4	£50,807
5	£52,074
6	£53,380
7	£54,816
8	£56,082
9	£57,482
10	£58,959
11	£60,488
12	£61,882
13	£63,430
14	£65,010
15	£66,628
16	£68,400
17	£69,970
18	£71,729
19	£73,509
20	£75,331
21	£77,195
22	£79,112
23	£81,070
24	£83,081
25	£85,146
26	£87,253
27	£89,414
28	£91,633
29	£93,902
30	£96,239
31	£98,616
32	£101,067
33	£103,578
34	£106,138
35	£108,776
36	£111,470
37	£114,240
38	£117,067
39	£119,921
40	£122,912
41	£125,983
42	£129,140
43	£131,056

Teaching Pay Scales – Havering Schools wef 1 September 2023

Main Pay Range (MPR)	
Pay Progression Stage 1	£34,514
Pay Progression Stage 2	£36,320
Pay Progression Stage 3	£38,219
Pay Progression Stage 4	£40,218
Pay Progression Stage 5	£42,654
Pay Progression Stage 6	£46,001

Upper Pay Range (UPR)	
Pay Progression Stage 1	£47,592
Pay Progression Stage 2	£49,353
Pay Progression Stage 3	£51,179

Unqualified	
Pay Progression Stage 1	£24,415
Pay Progression Stage 2	£26,779
Pay Progression Stage 3	£29,141
Pay Progression Stage 4	£31,229
Pay Progression Stage 5	£33,590
Pay Progression Stage 6	£35,954

TLR		
	Min	Max
TLR 1	£9,272	£15,690
TLR 2	£3,214	£7,847
TLR 3	£639	£3,169

SEN	
Min	Max
£2,539	£5,009

Leading Practitioners	
Min	Max
£51,179	£75,850

Teaching Pay Scales – Essex Schools wef 1 September 2023

Main Pay Range (MPR)	
Pay Progression Stage 1 (MPS1)	£30,000
Pay Progression Stage 2	£30,954
Pay Progression Stage 3 (MPS2)	£31,737
Pay Progression Stage 4	£32,104
Pay Progression Stage 5 (MPS3)	£33,814
Pay Progression Stage 6	£34,447
Pay Progression Stage 7 (MPS4)	£36,051
Pay Progression Stage 8	£36,881
Pay Progression Stage 9 (MPS5)	£38,330
Pay Progression Stage 10	£39,841
Pay Progression Stage 11 (MPS6)	£41,333

Upper Pay Range (UPR)	
Pay Progression Stage 1 (UPS1)	£43,266
Pay Progression Stage 2	£43,957
Pay Progression Stage 3 (UPS2)	£44,870
Pay Progression Stage 4	£45,584
Pay Progression Stage 5 (UPS3)	£46,525

Unqualified	
Pay Progression Stage 1 (UQS1)	£20,598
Pay Progression Stage 2	£21,496
Pay Progression Stage 3 (UQS2)	£22,961
Pay Progression Stage 4	£23,859
Pay Progression Stage 5 (UQS3)	£25,323
Pay Progression Stage 6	£26,221
Pay Progression Stage 7 (UQS4)	£27,406
Pay Progression Stage 8	£28,586
Pay Progression Stage 9 (UQS5)	£29,772
Pay Progression Stage 10	£30,949
Pay Progression Stage 11 (UQS6)	£32,134

TLR		
	Min	Max
TLR 1	£9,272	£15,690
TLR 2	£3,214	£7,847
TLR 3	£639	£3,169

SEN	
Min	Max
£2,539	£5,009

Leading Practitioners	
Min	Max
£47,417	£72,085

Teaching Pay Appeals Procedure

Teaching Pay Appeals Procedure

1.0 Informal Resolution

- 1.1 If following receipt of the written confirmation of the pay determination the teacher is not satisfied with the pay recommendation being made to the Pay & Personnel Committee, they may choose to resolve the matter informally within 10 working days of the notification decision in the first instance.
- 1.2 Informal resolution would usually be sought through an informal discussion between the appraisee and the appraiser or Headteacher/CEO, before the pay recommendation is submitted to the Pay & Personnel Committee.
- 1.3 The teacher may also submit a formal statement setting out the grounds upon which the pay recommendation is disputed to the Pay & Personnel Committee for their consideration before the decision is made.
- 1.4 If the matter is either not raised or not resolved by informal resolution then the formal procedure will need to be followed.

2.0 Formal Notification of Appeal

- 2.1 The teacher will be formally notified of the pay determination of the Pay & Personnel Committee and their right of appeal.
- 2.2 Any appeal must be submitted to the the Chair of the Trust Board, unless otherwise advised, within 14 calendar days from receipt of written confirmation of the decision.

3.0 Arranging the Pay & Personnel Appeals Committee

- 3.1 The appeal will normally be heard within four working weeks of the receipt of the written notification of appeal. The teacher will be given an opportunity to make representations in person and/or be accompanied by a work colleague or trade union representative.
- 3.2 The Pay & Personnel Appeals Committee shall consist of at least three representatives of the Trust Board, none of whom shall be employees or members of the Pay & Personnel Committee, one of whom will act as Chair.
- 3.3 Also in attendance will be a Pay & Personnel Committee representative and/or the CEO, a note taker and a Life HR representative to advise the appeals committee, at the request of the Chair.

Teaching Pay Appeals Procedure

4.0 Holding the Appeal Hearing

4.1 Introduction

- 4.1.1 The Chair to confirm that it is an Appeal Hearing and that it will be conducted according to the Trust's Pay policy.
- 4.1.2 The Chair to state that notes will be taken by the notetaker during the proceedings. The purpose of the notes is meant to assist the Pay & Personnel Appeals Committee in recollection of the proceedings and will not be verbatim. The Pay & Personnel Appeals Committee decision will be made on the information presented during the appeal hearing and will not be dependent upon the notes. The notes of the meeting, when formally written up, will be sent to the employee and companion.
- 4.1.3 The Chair to facilitate introductions to the appellant and companion.
- 4.1.4 The Chair to remind the appellant of their right to be accompanied if they attend alone.
- 4.1.5 The Chair to confirm that the appellant and the companion have received the documentation issued for this hearing.

4.2 Pay & Personnel Appeals Committee Roles

- 4.2.1 Chair to explain the roles of the chair, committee members, LIFE HR representative, and companion as follows:

4.2.1 **Chair**

- 4.2.1.1 The Chair has full authority during the course of the appeal hearing. The Chair's decision is final and ensures that the appeal hearing is conducted fairly and reasonably. If there is an instance where the Chair has any concerns, or is unclear about any point in the procedure, an adjournment can be called to seek advice. The Chair will ensure that questions are relevant to the points at issue. The Chair has the right to stop a line of questioning of any party or ask that the questioning be modified should the Chair consider the line/tone/purpose of questioning to be unacceptable.

4.2.2 **Pay & Personnel Appeal Committee Members**

- 4.2.2.1 The Committee Members will assist the Chair to assess the merits of the case and to reach a decision in light of the information presented and made available.

4.2.3 **LIFE Human Resources Representative**

- 4.2.3.1 The HR Representative will advise the Appeal Committee on HR policies and procedures. The HR Representative may ask questions that are relevant to those policies and procedures. Also if necessary, the HR Representative may bring certain matters to the Chair's attention during the proceedings.

4.2.4 **Companion**

- 4.2.4.1 The Appellant has a right to be accompanied by a trade union representative or a work colleague who is referred to as the companion. The companion has the right to address the Appeal Committee to put the employee's case forward, sum up the case, respond on the appellant's behalf to any view expressed during the appeal hearing, and confer with the appellant after the appeal hearing. The Companion does not have the right to answer questions on behalf of the appellant, address the Appeal Committee without the appellant's consent, or do anything calculated to prevent the Pay & Personnel Committee and/or the CEO representative from explaining their case or stop anyone else from making a contribution.

Teaching Pay Appeals Procedure

4.3 Grounds for Appeal

- 4.3.1 The Chair to read out the ground(s) of appeal.
- 4.3.2 The Chair to confirm that those are the ground(s) of appeal with the appellant and they understand the purpose of the hearing.
- 4.3.3 The Chair to explain the order of business which is as follows:
 - 4.3.3.1 Presentation by the companion and/or appellant, after which the Pay & Personnel Committee representative and/or the CEO may ask questions of the companion and/or appellant. The Pay & Personnel Appeals Committee may also ask questions.
 - 4.3.3.2 Presentation by the Pay & Personnel Committee representative and/or the CEO, after which the companion and/or appellant can ask questions. The Pay & Personnel Appeals Committee may also ask questions.
 - 4.3.3.3 There will be a short adjournment to allow both parties to prepare their summaries.
 - 4.3.3.4 The companion and/or appellant summarises their response, taking to account both presentations.
 - 4.3.3.5 The Pay & Personnel Committee representative and/or the CEO summarises their case, taking to account both presentations.
 - 4.3.3.6 The appeal hearing will be concluded to allow the Pay & Personnel Appeals Committee to consider both presentations and the information made available in order to reach a decision.
 - 4.3.3.7 The Chair will then formally notify the decision to all attending parties and the reasons for it within 7 calendar days.

4.4 Companion and/or Appellant Presentation

- 4.4.1 The companion and/or appellant should present their grounds of appeal.
- 4.4.2 The Pay & Personnel Committee representative and/or the CEO will then have an opportunity to ask questions to the companion and/or appellant regarding the grounds for appeal. Please note that they must be questions, as statements or observations will not be considered appropriate.
- 4.4.3 The Pay & Personnel Appeals Committee will then have an opportunity to ask questions of their own to the companion and/or appellant. As above, statements or observations will also not be appropriate.

4.5 Pay & Personnel Committee representative/CEO Presentation

- 4.5.1 The Pay & Personnel Committee representative and/or the CEO should respond to the grounds of appeal stating the reasons made for the original decision and the factors which were taken to account.
- 4.5.2 The companion and/or appellant will then have an opportunity to ask questions to the Pay & Personnel Committee representative and/or the CEO. Please note that they must be questions as statements or observations will not be considered appropriate.
- 4.5.3 The Pay & Personnel Appeals Committee will then have an opportunity to ask questions of their own to the Pay & Personnel Committee representative and/or the CEO. As above, statements or observations will also not be appropriate.

4.6 Companion and/or Appellant Summary

- 4.6.1 The companion and/or appellant summarises their response, taking into account both presentations.

Teaching Pay Appeals Procedure

4.7 Pay & Personnel Committee representative/CEO Summary

- 4.7.1 The Pay & Personnel Committee representative and/or the CEO summarises their response, taking to account both presentations.

4.8 Concluding the Appeal Hearing

- 4.8.1 Should the Pay & Personnel Appeals Committee feel it necessary, further questions to clarify or explore a certain matter relating to the summing up may be asked.
- 4.8.2 The Chair will then directly ask the appellant if there is anything further they would like to say before the hearing is concluded.
- 4.8.3 The Appeal hearing will come to an end to allow the Pay & Personnel Appeals Committee to consider all the information presented to them, and to reach a decision as to whether the appeal is upheld or not.
- 4.8.4 The decision will be made within 7 calendar days from the date of the appeal hearing and the appellant will be formally notified of this and there is no further right of appeal.
- 4.8.5 In cases where the appellant will not be in their school at this time, the Chair should establish that the appellant will be have access to their e-mail and/or be at their home address around the date of notification.

NJC Pay Scales - FBA, The Bridge, Benhurst - 2022/23

Grade		Spinal Point	Annual Salary	
		1	£23,457	
	Scale 1	2	£23,628	
Scale 2		3	£24,012	
		4	£24,408	
	Scale 3	5	£24,804	
		6	£25,212	
Scale 4		7	£25,629	
		8	£26,046	
		9	£26,472	
		10	£26,913	
		11		
	Scale 5	12	£27,807	
		13	£28,269	
		14	£28,737	
		15	£29,214	
		16		
		17		
Scale 6		18	£30,699	
		19	£31,212	
		20	£31,731	
		21		
		22		
	SO1	23	£33,351	
		24	£33,819	
		25	£34,341	
SO2		26	£35,217	
		27	£36,138	
	PO1	28	£37,038	
		29	£37,725	
PO2		30	£38,607	
		31	£39,582	
		32	£40,614	
	PO3	33	£41,793	
		34	£42,795	
		35	£43,815	
PO4		36	£44,814	
		37	£45,834	
		38	£46,857	
	PO5	39	£47,805	
		40	£48,867	
		41	£49,890	
		42	£50,910	
		43	£51,903	
	LPO7(a)	44	£53,233	
LPO7(c)	LPO7(b)	45	£53,946	
		46	£54,975	
		47	£56,022	
		48	£57,102	
		49	£58,209	
		50		
	LPO8(a)	51	£60,402	
LPO8(c)	LPO8(b)	52	£61,491	
		53	£62,595	
	LPO8(e)	LPO8(d)	54	
LPO8(g)	LPO8(f)	55	£64,776	
		56		
		LPO8(h)	57	£67,178
		58		
		59		
		60	£70,572	
		61	£71,997	
		LPO8(i)	62	£73,458
		63		
		64	£76,476	

NJC Pay Scales - Dame Tipping - 2022/23

Grade		Spinal Point	Annual Salary
Grade 1/2		1	£23,457
		2	£23,628
		3	£24,012
		4	£24,408
Grade 3		5	£24,804
		6	£25,212
		7	£25,629
		8	£26,046
		9	£26,472
Grade 4		10	£26,913
Grade 4		11	
		12	£27,807
		13	£28,269
		14	£28,737
		15	£29,214
		16	
		17	
Grade 5		18	£30,699
		19	£31,212
		20	£31,731
Grade 5		21	
		22	
		23	£33,351
Grade 6		24	£33,819
		25	£34,341
		26	£35,217
		27	£36,138
		28	£37,038
		29	£37,725
		30	£38,607
Grade 7		31	£39,582
		32	£40,614
		33	£41,793
		34	£42,795
Grade 8		35	£43,815
		36	£44,814
		37	£45,834
		38	£46,857
		39	£47,805
		40	£48,867
Grade 9		41	£49,890
		42	£50,910
		43	£51,903
		44	£53,233
		45	£53,946
Grade 10		46	£54,975
		47	£56,022
		48	£57,102
		49	£58,209
		50	
Grade 11		51	£60,402
		52	£61,491
		53	£62,595
Grade 11		54	
		55	£64,776
		56	
Grade 11		57	£67,178
		58	
Grade 12		59	
		60	£70,572
		61	£71,997
		62	£73,458
Grade 12		63	
		64	£76,476
Grade 12		65	
		66	£79,251

Please note that TA2 allowance is £408

NJC Pay Scales - Essex Schools - 2022/23		
Grade	Spinal Point	Annual Salary
Scale 1	1	£20,258
Scale 2	2	£20,441
	3	£20,812
Scale 3	4	£21,189
	5	£21,575
Scale 4	6	£21,968
	7	£22,369
Scale 5	8	£22,777
	9	£23,194
	10	£23,620
	11	£24,054
Scale 6	12	£24,496
	13	£24,948
	14	£25,409
	15	£25,878
	16	£26,357
	17	£26,845
	18	
Scale 7	19	£27,852
	20	£28,371
	21	£28,900
	22	£29,439
	23	£30,151
	24	£31,089
Scale 8	25	£32,020
	26	£32,909
	27	£33,820
	28	£34,723
Scale 9	29	£35,411
	30	£36,298
	31	£37,261
	32	£38,296
	33	£39,493
Scale 10	34	£40,478
	35	£41,496
	36	£42,503
	37	£43,516
Scale 11	38	£44,539
	39	£45,495
	40	£46,549
	41	£47,573
	42	£48,587
Scale 12	43	£49,590
	44	£50,584
	45	£51,991
	46	£53,388
	47	£54,760
	48	£56,169
Scale 13	49	£60,595
	50	£60,085
	51	£61,504
	52	£62,932
	53	£64,341
Scale 14	54	£66,638
	55	£68,264
	56	£69,891
	57	£71,504
	58	£73,119
Scale 15	59	£74,383
	60	£76,201
	61	£78,010
	62	£79,817
	63	£81,631
Scale 16	64	£87,554
	65	£89,703
	66	£91,835
	67	£93,971
	68	£96,118
Scale 17	69	£98,633
	70	£101,147
	71	£103,652
	72	£106,165
	73	£108,678
	74	£111,190

NJC Pay Scales - Essex Schools April 2023 - 2022/23				
Grade	Spinal Point	Annual Salary		
Scale 1	2	£20,441		
	3	£20,812		
	4	£21,189		
	5	£21,575		
	6	£21,968		
Scale 2	7	£22,369		
	8	£22,777		
Scale 3	9	£23,194		
	10	£23,620		
Scale 4	11	£24,054		
	12	£24,496		
Scale 5	13	£24,948		
	14	£25,409		
	15	£25,878		
	16	£26,357		
	17	£26,845		
Scale 6	18			
	19	£27,852		
	20	£28,371		
	21	£28,900		
	22	£29,439		
	23	£30,151		
	24	£31,089		
	25	£32,020		
	Scale 7	26	£32,909	
		27	£33,820	
	Scale 8	28	£34,723	
		29	£35,411	
	Scale 9	30	£36,298	
		31	£37,261	
		32	£38,296	
	Scale 10	33	£39,493	
		34	£40,478	
	Scale 11	35	£41,496	
36		£42,503		
Scale 12	37	£43,516		
	38	£44,539		
Scale 13	39	£45,495		
	40	£46,549		
Scale 14	41	£47,573		
	42	£48,587		
Scale 15	43	£49,590		
	44	£50,584		
Scale 16	45	£51,991		
	46	£53,388		
Scale 17	47	£54,760		
	48	£56,169		
Scale 18	49	£60,595		
	50	£60,085		
Scale 19	51	£61,504		
	52	£62,932		
Scale 20	53	£64,341		
	54	£66,638		
Scale 21	55	£68,264		
	56	£69,891		
Scale 22	57	£71,504		
	58	£73,119		
Scale 23	59	£74,383		
	60	£76,201		
Scale 24	61	£78,010		
	62	£79,817		
Scale 25	63	£81,631		
	64	£87,554		
Scale 26	65	£89,703		
	66	£91,835		
Scale 27	67	£93,971		
	68	£96,118		
Scale 28	69	£98,633		
	70	£101,147		
Scale 29	71	£103,652		
	72	£106,165		
Scale 30	73	£108,678		
	74	£111,190		

Term Time Working – Additional Paid Weeks – Havering Schools

EMPLOYEES WHO ARE CONTRACTED TO WORK LESS THAN 52 WEEKS PER YEAR						
The table below shows the number of weeks worked per annum and weeks paid inclusive of annual leave and bank holidays from 1 April 2023 onwards						
YEARS OF CONTINUOUS SERVICE						
WEEKS WORKED PER YEAR	Up to and including SCP 10			Above SCP 12		
	Less than 5 Years	More than 5 Years	More than 20 Years	Less than 5 Years	More than 5 Years	More than 20 Years
38	43.7	44.3	44.9	44.1	44.7	45.3
39	44.8	45.5	46.1	45.2	45.9	46.5
40	46.0	46.6	47.2	46.4	47.0	47.7
41	47.1	47.8	48.4	47.6	48.2	48.9
42	48.3	48.9	49.6	48.7	49.4	50.1
43	49.4	50.1	50.8	49.9	50.6	51.3
44	50.6	51.3	*	51.0	51.7	*
45	51.7	*	*	*	*	*

* In these circumstances the employee would be appointed on an all year (52 week) contract

Term Time Working – Additional Paid Weeks – Essex Schools

EMPLOYEES WHO ARE CONTRACTED TO WORK LESS THAN 52 WEEKS PER YEAR						
The table below shows the number of weeks worked per annum and weeks paid inclusive of annual leave and bank holidays from 1 April 2023 onwards						
YEARS OF CONTINUOUS SERVICE						
WEEKS WORKED PER YEAR	Up to & Including SCP22		From SCP23 to SCP 34		From & including SCP35	
	Less than 5 Years	More than 5 Years	Less than 5 Years	More than 5 Years	Less than 5 Years	More than 5 Years
38	43.6	44.1	43.7	44.3	43.9	44.5
39	44.7	45.2	44.8	45.5	45.0	45.7
40	45.8	46.4	46.0	46.6	46.2	46.8
41	46.9	47.6	47.1	47.8	47.4	48.0
42	48.1	48.7	48.3	48.9	48.5	49.2
43	49.2	49.9	49.4	50.1	49.7	50.3
44	50.4	51.0	50.6	51.3	50.8	51.5
45	51.5	*	51.7	*	*	*

* In these circumstances the employee would be appointed on an all year (52 week) contract