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Academies Trust

# Pay Policy 2023-24 (Teachers)

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## 1.0 PURPOSE

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

1.2 This policy relates to the 2023/24 academic year and applies to all teaching staff employed by Co-op Academies Trust, including unqualified teachers, teachers on the main and upper pay scales, leading practitioners and senior leaders paid under the School Teachers' Pay & Conditions Document (STPCD). It does not apply to agency teachers who may be working within the school, but are not directly employed by the school.

1.3 It is written with reference to the STPCD published in 2023, and is reviewed annually.

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

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

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## 2.0 INTRODUCTION

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

2.2 In adopting this Pay Policy the aim is to:

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

2.3 Pay decisions are made, in line with our Trust's Scheme of Delegation and Finance Regulations, by each Academy's Governing Council (AGC), which will establish a Committee with fully delegated powers to deal with decisions on matters relating to pay (referred to throughout this document as the Pay & Remuneration Function).

2.4 Pay decisions relating to the Headteacher/Principal are made by our Trust's CEO on behalf of our Trust Board, in conjunction with the Regional Director and Chair of Governors for the relevant academy.

2.5 Employees of the Academy who are members of the ACG (or Pay & Remuneration Function if delegated) should not participate in discussions or decisions relating to the pay of individual members of staff. The Headteacher/Principal is responsible for making recommendations to the Pay & Remuneration Function, and may have certain responsibilities delegated where the Headteacher/Principal makes a decision and then reports back (e.g. salary offer within agreed pay scale on recruitment, recruitment & retention payments). Further details are at Annex 1.

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### 3.0 PAY REVIEWS

3.1 The Pay & Remuneration Function will ensure that each teacher's salary is reviewed annually between 1 September and 31 October, and that each teacher is notified of the outcome by no later than 30 November each year in a written statement setting out their salary and any other financial benefits to which they are entitled. It is a statutory requirement to provide an annual salary statement to all teachers, even if their salary has not changed. An example template letter is given at Annex 2. Further information can be found in the Co-op Academies Trust's Performance & Professional Development Review (Teachers) policy and in section 5.0 of this policy.

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

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

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### 4.0 BASIC PAY DETERMINATION ON APPOINTMENT

4.1 The Pay & Remuneration Function will determine the pay scale for a vacancy prior to advertising it, wherever practical and in conjunction with the Headteacher/Principal. For Headteacher / Principal roles see 4.13.

4.2 On appointment the Headteacher/Principal will determine the starting salary within the advertised scale to be offered to the successful candidate, and any additional recruitment & retention allowance must be approved by the Pay & Remuneration Function. In making such determinations, the principles and pay scales set out in this policy must be applied, and take into account the nature of the post, and the level of qualifications, skills & experience required.

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

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

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

Main Pay Scale	
1 (minimum)	£30,000
2	£31,737
3	£33,814
4	£36,051
5	£38,330
6 (maximum)	£41,333
Upper Pay Scale	
1 (minimum)	£43,266
1A	£44,067
2	£44,870
2A	£45,696
3 (maximum)	£46,525

It is expected that all ECTs will not be paid less than MPS1 in their first year; and not less than MPS2 in their second year (subject to successful completion of their End of Year 1 Formal Assessment).

## Leading Practitioner teacher posts

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

Leading Practitioner Pay Scale	
1 (minimum)	£47,417
2	£48,080
3	£49,010
4	£49,944
5	£50,871
6	£51,802
7	£52,733
8	£53,665
9	£54,592
10	£55,525
11	£56,505
12	£57,486
13	£58,470
14	£59,451
15	£60,435
16 (maximum)	£61,416

4.6 Leading Practitioner posts may be established for teachers:

- whose primary purpose is the modelling and leading improvement of teaching skills in their Academy and the wider Trust community which impact significantly on pupil progress and the effectiveness of staff/colleagues
- who undertake sustained additional leadership responsibilities for this, where those duties fall outside the criteria for the TLR payment structure, which may include but is not limited to
  - o coaching, mentoring & induction of teachers
  - o sharing and advising on practice, research and continuing professional development provision

- o assessment and impact evaluation, including through demonstration lessons and classroom observation
- o helping teachers who are experiencing difficulties.

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

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

4.9 The STPCD provides for the Leading Practitioner pay scale to go up to a maximum of £72,085. If the Pay & Remuneration Function of an academy wishes to exceed the maximum stated in section 4.5 they should contact the Chief People Officer who will refer the request to our Trust Board for consideration.

#### Unqualified teachers

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

Unqualified Teacher Pay Scale	
1 (minimum)	£20,598
2	£22,961
3	£25,323
4	£27,406
5	£29,772
6 (maximum)	£32,134

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

## Headteachers / Principals, and other leadership group roles

4.12 The pay range, and pay on appointment, for Headteacher / Principal posts will be determined by our Trust CEO on behalf of our Trust Board in conjunction with the relevant Regional Director and Chair of Governors, taking into consideration the criteria specified in the STPCD and ensuring fair pay relativities.

4.13 The Pay & Remuneration Function will determine the size and composition of the rest of the leadership group including, but not limited to, Vice Principals / Deputy Headteachers & Assistant Vice Principals / Assistant Deputy Headteachers, and Heads of Faculty (where Heads of Faculty are part of the leadership group within an Academy), and will review its membership annually. All members of the leadership group will have substantial strategic responsibilities for Academy leadership and management.

4.14 The Pay & Remuneration Function will continue to use a 5 point remuneration pay range for these leadership group posts when they propose to make new appointments or where there is a significant change in responsibilities of serving leadership group members, taking into consideration the criteria specified in the STPCD and ensuring fair pay relativities within the Academy and between academies.

4.15 For payroll purposes, and to help monitor fairness and consistency, academies are expected to define leadership group pay ranges and/or pay points with reference to the scale set out below. Should there be a need to go beyond the top of the scale then additional points may be added at similar intervals, subject to completion of an Equality Impact Assessment and agreement with our Trust CEO and Chief People Officer.

Leadership			
L1	£47,185	L23	£81,070
L2	£48,366	L24	£83,081
L3	£49,574	L25	£85,145
L4	£50,807	L26	£87,253
L5	£52,074	L27	£89,414
L6	£53,380	L28	£91,633
L7	£54,816	L29	£93,901
L8	£56,082	L30	£96,239
L9	£57,480	L31	£98,616
L10	£58,959	L32	£101,067



L11	£60,488	L33	£103,578
L12	£61,882	L34	£106,138
L13	£63,430	L35	£108,776
L14	£65,010	L36	£111,469
L15	£66,627	L37	£114,240
L16	£68,400	L38	£117,067
L17	£69,970	L39	£119,921
L18	£71,729	L40	£122,912
L19	£73,509	L41	£125,983
L20	£75,331	L42	£129,139
L21	£77,195	L43	£131,056
L22	£79,111		

## 5.0 PAY PROGRESSION

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

5.2 The Pay & Remuneration Function of each Academy will review and approve annual salary increases for teachers who have completed a year of employment since the previous annual pay determination.

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

- A. they are ECTs, where pay decisions will be made by means of the statutory induction process and salary progression will be awarded following successful completion of the first and second year ECT assessments.
- or
- B. there are significant concerns about under-performance that have been discussed and documented in a support plan [informal or formal, under the

Capability Procedure] at the point that pay awards are being determined. In these cases the colleague will not be eligible for automatic pay progression. However, pay progression may still take place following successful completion of a support plan. This will be applied from the start of the next month following successful completion, and will not be backdated.

or

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

or

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

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

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

5.6 Pay changes as a result of the annual pay review will be with effect from 1 September. The Pay & Remuneration Function will ensure that appropriate funding is allocated for pay progression for all eligible teachers.

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## 6.0 MOVEMENT TO THE UPPER PAY SCALE

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

Teachers already on MPS6 will be automatically considered by the Headteacher for movement to UPS as part of the PPDR process. They will not be required to make an application. If there is any reason why a colleague is reluctant to move to UPS, this should be fully discussed with their Reviewer. Even if a teacher indicates at the start of their MPS6 year that they don't want to be considered for UPS, they should still be encouraged / supported in their development towards UPS progression

throughout the year wherever possible. If their Reviewer considers that they meet the criteria for progression at the end of the year, and wants to recommend them for UPS progression a further discussion with the colleague should take place, however the final decision to refuse progression rests with the colleague.

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

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

*a) that the teacher is highly competent in all elements of the relevant standards; and  
b) that the teacher's achievements and contribution to an educational setting or settings are substantial and sustained."*

The rest of this section of the policy, and Annex 3, sets out the process for moving from MPS to UPS and sets out how our Trust interprets the criteria set out above.

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

#### Preparation

6.5 Colleagues and Reviewers should begin a conversation around UPS progression at the start of their MPS6 year (or sooner if requested) so that the PPDR process can be focused on enabling the teacher to demonstrate that they are ready for UPS. This will also enable encouragement, support and appropriate CPD to be given.

In addition, to help colleagues to be successful in moving to UPS at the end of the year, there is an expectation that (if they are not themselves the Reviewer) the headteacher will liaise with Reviewers of all colleagues at MPS6 at the start of the year (objective setting) and the mid-year review point (progress is on track).

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

- the Reviewer carries out the PPDR process, is responsible for helping and supporting the teacher prepare for UPS, and may make a recommendation to the headteacher about the teacher's readiness for UPS (on the Planning & Review Form)
- the Headteacher reviews the teacher's readiness to move to UPS, taking into account the information from the PPDR process, and makes the recommendation to the Pay & Remuneration Function. If they do not agree with the Reviewer's recommendation, this will be discussed with the Reviewer and colleague - see 6.20 below.

## Notification

6.6 As stated at 6.1 colleagues already at MPS6 will be automatically considered for UPS.

6.7 Teachers not already on MPS6, who wish to put themselves forward to be paid on the UPS, must notify their Headteacher/Principal in writing between 1 September and 31 October each year. The notification should provide confirmation that they believe they meet the eligibility criteria set out in Annex 3. The notification should be appended to the Planning & Review Form. A template for requesting to move to UPS is also provided at Annex 3; a request does not have to be made on this template to be considered.

## Evidence

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

6.9 In relation to the coronavirus pandemic for colleagues looking to progress to UPS, where performance over a two-year period is taken into consideration:

- decisions will be taken based on an assessment of all the information / evidence available, in the round, from both the preceding performance years
- this may include work undertaken during a "lockdown" period, but a colleague should not be disadvantaged if they were unable to work during this period due to their role / personal or health circumstances, etc.

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

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

6.12 A teacher transferring to join our Trust at MPS5 or 6 may present a combination of evidence from their time in our Trust and their previous school. Our Trust undertakes to review the evidence from a previous school and make clear whether or not it is considered strong enough. Our Trust does not wish colleagues to be disadvantaged by changing employer, but is also mindful of the need to consider and maintain performance expectations within our Trust. Colleagues are therefore recommended to discuss this evidence with their manager at the earliest opportunity.

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

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

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

#### Assessment of request

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

6.17 Movement to UPS will be successful where the Headteacher/Principal is satisfied that the teacher has met the criteria set out in Annex 3.

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

6.19 The evidence available will be assessed by the Headteacher/Principal and a recommendation made to the Pay & Remuneration Function, who make the final decision.

6.20 If the Headteacher/Principal does not intend to recommend progression they must discuss this with the reviewee before the recommendation is made to the Pay & Remuneration Function. This should be done with sufficient time for the colleague to provide additional information/evidence to the Headteacher at this point in support of their application, which may (or may not) change the Headteacher's recommendation. This discussion also acts as Step One (informal resolution) of the appeals process.

#### Approval of pay change

6.21 In making its final decision on whether to place a teacher on the UPS, the Pay & Remuneration Function will have regard to the two most recent PPDRs (unless exceptional circumstances apply) and take into account the recommendation of the Headteacher/Principal.

6.22 The teacher will be informed of the decision in writing no later than 20 working days following the Pay & Remuneration Function's decision, and should be informed of the appeals process (Annex 4 and 5).

6.23 If successful the teacher will move to the UPS from the previous 1 September.

6.24 If unsuccessful, written feedback will be provided by the Headteacher/Principal to the teacher no later than 10 working days following communication of the decision. The feedback will cover the reasons for the decision, and make specific reference to any areas for further development so that the colleague can be supported and guided to move to UPS in the future.

6.25 UPS salary levels are permanent within our Trust.

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## 7.0 PART-TIME TEACHERS

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

7.2 The salary and allowances, if any, of any person appointed as a part-time teacher must be determined in accordance with the pro-rata principle as set out in the STPCD.

7.3 The Headteacher/Principal will give them a written statement detailing their working time obligations and the mechanism used to determine their pay, subject to the provisions of the statutory pay and working time arrangements.

7.4 When a Pay & Remuneration Function is required to review pay progression recommendations for a part-time teacher, they should do so with due regard to those hours that the teacher is employed to work under their contract of employment and any additional hours worked from time to time by the Headteacher/Principal or Pay & Remuneration Function.

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

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## 8.0 SHORT NOTICE/SUPPLY TEACHERS

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

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

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

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

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## 9.0 PAY INCREASES ARISING FROM CHANGES TO THE STPCD 2023

9.1 The pay scales in this policy have been uplifted in line with STPCD 2023.

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## 10.0 DISCRETIONARY ALLOWANCES AND PAYMENTS

### Teaching & Learning Responsibility Payments (TLRs)

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

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

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

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

## TLR1 and TLR2

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

TLR 2A (minimum)	£3,214
TLR 2B	£5,351
TLR 2C	£7,490
TLR 2D (max)	£7,847
TLR 1A (minimum)	£9,272
TLR 1B	£11,410
TLR 1C	£13,549
TLR 1D (max)	£15,690

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

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

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

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

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

- must be paid pro-rata to part time teachers (see section 7)
- may be shared between two people when job-sharing a post



- may be paid on a temporary basis, with no safeguarding, where a teacher occupies a post attracting the allowance in the temporary absence of the post-holder (for example, cover for secondment, maternity or sick leave, or vacancies pending permanent appointment)

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

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

### TLR3

10.12 Before making any TLR3 payment, the Headteacher/Principal must be satisfied that the responsibilities meet the at least two of the criteria listed in section 10.6 above; that they are being awarded for clearly time limited academy improvement projects or externally driven responsibilities where there is a genuine development or operational need; and that the responsibilities are not a permanent or structural requirement which should instead be rewarded by means of a permanent TLR payment.

10.13 TLR3 opportunities should be advertised internally before being awarded.

10.14 Where the Headteacher/Principal wishes to make TLR3 payments, the proposed responsibilities, level of payment (within the scale of £639 to £3,169 per annum, paid pro rata for the duration of the fixed term) and the duration of payment will be set out clearly in writing.

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

10.16 The Headteacher/Principal will report any such payments at the next meeting of the Pay & Remuneration Function, who are responsible for ensuring that the criteria of the payment have been met.

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

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

## Special educational needs (SEN) allowances

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

SEN Min	£2,539
SEN Mid	£3,169
SEN Max	£5,009

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

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

10.22 When awarding SEN allowances the Pay & Remuneration Function should take in to account the structure of the Academy's SEN provision and:

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

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

Holders of SEN allowances:

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

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

## Acting allowances

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

10.26 The Pay & Remuneration Function will determine whether or not an acting allowance is to be paid and, if so, the appropriate point on the pay scale which shall not be lower than the minimum of the pay scale for the role in question.

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

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## 11.0 OTHER PAYMENTS

11.1 The Pay & Remuneration Function, upon the recommendation of the Headteacher/Principal, may approve other payments as they see fit. To ensure fairness and consistency, academies should follow the rates specified by our Trust for certain activities. If no rate has been specified, an Academy should document the rates and circumstances when such other payments would be made.

11.2 Information on whether or not other payments are pensionable or not is at Annex 6; care must be taken that payments are correctly recorded in the payroll system.

### Continuing professional development outside directed time

11.3 Additional payments will be made to teachers (including the Headteacher/Principal) who agree to undertake such activities, where payment of these is agreed in advance with the Headteacher/Principal (or Chair of the Academy Governing Council & Regional Director for the Headteacher/Principal).

11.4 Additional payments will be paid following consideration by the Pay & Remuneration Function, at a level reflecting the responsibility and size of the commitment.

11.5 Our Trust recognises that such activities are entirely voluntary and that some teachers' commitments will make it difficult for them to undertake such activities. Where teachers cannot attend CPD organised outside the school day, Academies will endeavour to offer suitable alternative training arrangements within directed time in line with our Trust's commitment to equal opportunities.

## Summer Schools

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

## School-Led Tutoring

11.7 Teachers volunteering to do additional tutoring outside of directed time will be paid their usual hourly rate up to a maximum of UPS3. Wherever possible, additional earning opportunities will be offered internally first. If an academy needs to go external (e.g. agency), they can flex the rate offered dependent on the market in order to secure the resource needed.

## Other out of school learning activities

11.8 Other activities that may attract payment at a rate determined in accordance with local needs include (but are not limited to) breakfast and homework clubs, sporting activities, other activities and clubs linked to curricular, arts and hobby interest areas.

## Professional Mentors for Initial Teacher Training (ITT)

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

## Senior Leaders of Education (SLEs)

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

## Honoraria

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

## 12.0 RECRUITMENT & RETENTION PAYMENTS

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

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

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

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

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

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

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

12.5 Each Academy's Pay & Remuneration Function will conduct a formal annual review of all such awards, including an equality impact assessment.

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

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

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

<p>An additional monthly payment to bring salary up to a higher level, with the amount decreasing annually as the colleague moves up the pay scale. E.g.  Year 1, make salary up from MPS3 to MPS6 equivalent  Year 2, make up salary from MPS4 to MPS6  Year 3, make salary up from MPS5 to MPS6  Year 4, colleague moves to MPS6 - no additional payment</p>	<p>Advantage - a higher salary could help to recruit / retain, but without it being an open-ended arrangement which is hard to get out of without damaging morale.  There would be nothing to stop a new / different agreement being made in year 3 or 4 if appropriate, to supersede the old one.</p>
<p>A ‘promise to pay’ £x at the end of a defined period (lump sum, or instalments). This could be as straightforward as still being in post, or could be subject to certain criteria e.g. in return for delivery of x, y, z; or not being in any disciplinary / capability procedure.  Speak to your Regional HR Manager about the wording of any such clauses.  E.g. (amounts are for example)  After year 1 £250 payment  After year 2 £500 payment  After year 3 £1000 payment  Subject to being in post and not having tendered resignation at 31 August, successful performance (not being on a documented informal or formal support plan during the year), and not being in a current disciplinary procedure.</p>	<p>Advantage - more likely to retain the person until a set date than £x per month (which just becomes normal pay), so useful where you want to retain a colleague until the end of a fixed term contract or academic year, or to make the additional payment contingent on the successful completion / delivery of something specific.</p> <p>Note: this must not be used to remunerate work which is appropriate to a TLR1/2 or 3</p>
<p>Additional £x per year, paid monthly.  Amount either (a) increased by x% annually at same time as other % pay uplifts, or (b) a set figure which does not change.</p>	<p>Advantage - a straightforward salary addition which the colleague can compare with offers from elsewhere, and benefits from immediately. No conditions.</p> <p>Disadvantage - quickly becomes seen as usual pay, and as a permanent addition to salary. Hard to remove.</p>

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

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## 13.0 SAFEGUARDING

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

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## 14.0 APPEALS

14.1 The arrangements for considering appeals on pay determination are set out in Annex 4 and Annex 5 of this policy.

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## 15.0 MONITORING THE IMPACT OF AND REVIEWING THE POLICY

15.1 Co-op Academies Trust and its AGCs will monitor the outcomes and impact of this policy in line with equalities legislation on a regular basis in conjunction with union representatives.

15.2 An annual written report on the operation of the pay policy, recording pay decisions taken and equality impact, will be provided by each Pay & Remuneration Function/Academy Governing Council to the Regional Director and the Chief People Officer / Regional HR Manager, including trends in progression across specific groups of teachers to assess its effect and the Academy's continued compliance with equalities legislation. The outcomes of these reviews will be shared with union representatives through the JCNC.

15.3 Our Trust will consult trade union representatives when reviewing this policy and its provisions.

15.4 Trade union representatives will be consulted where an academy reviews its staffing structure and the payments made under it.

## Annex 1 - Remit for the Pay & Remuneration Function of the Academy Governing Council (AGC)

The Pay & Remuneration Function will comprise at least three governors, elected at a meeting of the full AGC at which a minimum of 50% of those Governors holding office at that time were present. All governors, including those employed at the Academy, will be eligible for membership of the Pay & Remuneration Function and will be eligible to take part in any discussions (excluding those relating to individuals' pay and allowances) where their interest is no greater than that of the generality of employees at the academy.

However, in relation to decision-making around individuals' pay, there should be a minimum of three governors present, none of whom should be employed by the Academy.

The AGC is responsible for:

- ensuring that our Trust's Pay Policy is implemented within the Academy;

The Headteacher/Principal is responsible for:

- making pay recommendations for all staff covered by the terms of the Pay Policy to the Pay & Remuneration Function
- ensuring that staff are informed of the outcome of decisions of the Pay & Remuneration Function, and of the right of appeal;
- providing an annual report on implementation of the policy and decisions taken in accordance with the terms of the policy to the Chief People Officer / Regional HR Manager.

The Pay & Remuneration Function is responsible for:

- ensuring implementation of the Pay Policy within the Academy on behalf of the AGC;
- taking decisions regarding the pay of academy colleagues (*except the Headteacher - see below*) following consideration of the recommendations of pay reviewers and the Headteacher/Principal;
- formally approving changes to the pay of the Headteacher/Principal based on the recommendations of our Trust CEO, Regional Director and Governor(s) responsible for the Headteacher/Principal's performance review;
- submitting reports of these decisions to the AGC;
- reviewing implementation of the policy annually, in consultation with the Headteacher/Principal, and submitting their review and annual report of decisions taken in accordance with the terms of the policy to the AGC for approval.

The Chief People Officer is responsible for:

- ensuring that the Headteacher/Principal is informed of the outcome of the decision relating to their pay, and of the right of appeal.



The Appeals Committee of the AGC is responsible for:

- taking decisions on appeals against the decisions of the Pay & Remuneration Function, with the exception of appeals against progression to the Upper Pay Scale (which will be heard centrally) and appeals raised by Headteachers/Principals, in accordance with the terms of the appeals procedure contained in this policy.

## Annex 2 - Template letter for notifying pay decisions (annual salary statement)

Name  
Address

Date

Dear (Name),

### Annual Pay Progression/Statement

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

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

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

You have the right to make representations and appeal about any aspect of your pay, which you should exercise within 10 working days of receiving this letter. Further details can be found in Annex 4 of our Trust's Pay Policy.

Thank you for your continued hard work.

Yours sincerely

Name  
Job Title

## Annex 3 - Upper Pay Scale criteria

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

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

### 1. The teacher is highly competent

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

- 1.1 Have an extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise learning to provide opportunities for all learners to achieve their potential.
- 1.2 Have an extensive knowledge and well informed understanding of the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those related to public examinations and qualifications.
- 1.3 Have up to date knowledge and understanding of the different types of qualifications and specifications and their suitability for meeting learners' needs.
- 1.4 Have a more developed knowledge and understanding of their subjects/curriculum areas and related pedagogy including how learning progresses within them.
- 1.5 Have sufficient depth of knowledge and experience to be able to give advice on the development and wellbeing of children and young people.
- 1.6 Are flexible, creative and adept at designing learning sequences within lessons and across lessons that are effective and consistently well-matched to learning objectives and the needs of learners and which integrate recent developments, including those relating to subject/curriculum knowledge.
- 1.7 Have teaching skills which lead to learners making good progress and achieving well (taking a holistic view of all cohorts taught, and taking into account contextual factors).
- 1.8 Work effectively as a team member

## 2. The teacher's achievements and contribution are substantial

There is evidence to demonstrate that the teacher has made a wider contribution outside of their own classroom, generally within their own academy but it could be within the wider Trust. This may be within their department; it does not have to be "whole school". This is about carrying out activities / having an influence, without necessarily having a tangible, measurable, impact. This will generally be evidenced via the objectives set / within the PPDR documents (Planning & Review Form).

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

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

Notes:

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

## 3. The teacher's achievements and contribution are sustained

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

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

### Note regarding TLRs

UPS should not be used to pay for responsibilities which should be remunerated via a TLR (see section 10, and 10.6 in particular). TLRs are payable for defined and documented additional responsibilities within an academy's staffing structure, where a colleague is accountable for a tangible outcome and having a clear, measurable impact on an ongoing basis (TLR1/2) or defined period (TLR3).

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

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

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

This letter is only relevant to colleagues seeking accelerated progression.  
Colleagues already on MPS6 do not need to make a request.

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

To: [Headteacher / Principal Name]

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

I believe that I meet the criteria for progression set out in Annex 3 of the Teachers' Pay Policy, and that:

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

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

[Teacher Name]

[Date]

*Notes:*

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

## Annex 4 - Appeal Process

### Introduction

Our Trust is committed to ensuring that appeals against pay decisions are appropriately considered. There is a separate appeals process in the Performance & Professional Development Review Policy for decisions in relation to the content of Planning & Review Statements.

### Step One: Informal resolution

A reviewee who is dissatisfied with a pay recommendation should have the opportunity to discuss the recommendation with the Headteacher/Principal before the recommendation is made to the pay & remuneration function. This must happen for any requests to move to UPS which are not being recommended / supported by the Headteacher (see 6.20 above), but is at the reviewee's discretion in other cases.

This discussion should take place before the Pay & Remuneration Function is due to meet. Colleagues may put forward additional information for consideration in support of their case at this point.

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

If this informal stage does not resolve matters, colleagues should be informed of the date that the Pay & Remuneration Function will be meeting, to whom they should make formal representations if they wish to do so, and the date by which these should be made.

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

### Step Two: Formal representations

If it is not possible to resolve matters informally and the reviewee believes that an incorrect pay recommendation is being made, they may make a formal representation to the Pay & Remuneration Function prior to the decision meeting being held.

Formal representations should be made in writing to the Pay & Remuneration Function setting out the grounds for not agreeing with the Headteacher's pay recommendation and including any evidence / witness statements that they wish the Pay & Remuneration function to consider prior to making their determination.

The Pay & Remuneration Function undertakes to fully consider this information as part of their decision making process, and has the right to defer making a decision

should they consider that additional information is required to enable them to make an informed decision.

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

### Step Three: Formal appeal

Once a pay determination has been made by the Pay & Remuneration Function and communicated to the colleague, they have the right to raise an appeal. This right of appeal exists whether or not step one and/or step two have been undertaken.

For appeals in relation to movement from MPS to UPS, a single panel will be established to hear all appeals from across our Trust. Panel members will be drawn from Senior Trust Leaders and/or experienced Chairs of Governors from academies without colleagues involved in the appeals process. This is to ensure consistency of approach.

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

All other appeals should be heard by a panel of three governors who were not involved in the original determination.

Appeals will normally be heard within twenty working days of receipt of the written notification of appeal. The member of staff will be given the opportunity to make representations in person. The decision of the governors at this hearing will be final.

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

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

### Formal Appeal Process

1. The teacher receives the written confirmation of the pay determination and where applicable the basis on which the decision was made, and to whom any appeal should be submitted.
2. The teacher should set down in writing the grounds for the appeal and send it to the person identified in the written confirmation as receiving appeals, within ten working days of the notification of the decision being received. A formal hearing will be arranged for the Teacher to present their case and



further evidence. The colleague must be given five working days' notice of the appeal hearing.

3. For appeals against pay determinations, the appeal should be heard by a panel of three (see above) who were not involved in the original determination, normally within 20 working days of the receipt of the written appeal notification.
4. The teacher will be given the opportunity to make representations in person, to call witnesses, provide evidence, and to ask questions (see Annex 5 for order of proceedings).
5. The decision of the appeal panel will be given in writing, and where the appeal is rejected will include a note of the evidence considered and the reasons for the decision.
6. The appeal panel's decision is final and there is no recourse to the general staff grievance procedure.

#### Notes

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

## Annex 5 - Order of Proceedings for a Pay Appeal Hearing

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

Chair carries out Introductions

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

Chair outlines the order of proceedings :

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

Colleague (or their representative) presents their case:

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

Management representative presents management case:

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

End of hearing:

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

## Annex 6 - Pensionable v Non-pensionable payments

The information below has been collated from the TPS website.

### “Normal pensionable salary”

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

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

### Overtime

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

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

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

### Other payments

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

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

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