

OWLCOTES MULTI-ACADEMY TRUST

Pay Policy



October 2018

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About Owlcotes Multi-Academy Trust (OMAT)

OMAT is committed to the development of inclusive schools, sharing a common purpose to provide excellent education and improved outcomes for pupils.

OMAT strives to provide high-quality education for all children within our local communities by inspiring innovation, creativity and aspiration through an enriched curriculum.

OMAT is committed to the principles of co-operation, collaboration and sharing best practice with a strong focus on staff development.

OMAT is also committed to the preservation of the unique identity of all schools within the trust: each school will have a Local Governing Board (LGB) which is involved in decision making at school level, with autonomy to make decisions for its own school in line with the scheme of delegation.

All Trustees and any schools joining must agree to share and uphold these principles now and in the future.

Definitions of Terms used in this Policy

Accounting Officer: *The accounting officer is the employee who is personally responsible to Parliament for ensuring financial regularity and ensuring that public money is spent for the purposes intended by Parliament. In OMAT the accounting officer is also the CEO.*

Appraisal: *The procedure for managing staff performance in school. Each school has an appraisal policy.*

Central Team Employees: *These are Staff members working across the Academy Trust and paid from the OMAT central budget.*

Chief Executive Officer (CEO): *The CEO is the lead employee for matters regarding the efficient, effective and compliant management and operation of the Owlcotes Multi-Academy Trust (OMAT) and its schools.*

Chief Finance Officer (CFO): *The CFO has responsibility for managing the Academy Trust's finances, including financial planning, management of financial risks, record-keeping, and financial reporting.*

Finance Risk and Audit Committee (FRAC): *A sub-committee of the board of trustees with delegated powers to make financial decisions within OMAT.*

Education and Skills Funding Agency (ESFA): *The body accountable for funding education and skills for children, young people and adults. Their role is to regulate all Multi-Academy Trusts.*

Joint Consultative Committee (JCC): *The JCC comprises representatives from the OMAT board of Trustees and representatives of the recognised trade unions. The purpose is to ensure effective employment relations.*

Local Governing Board (LGB): *School governors whose role is to assess whether the school is working within agreed policies, meeting agreed targets and managing its delegated budget.*

Multi-Academy Trust (MAT): *A group of schools working in collaboration as one entity to improve and maintain high educational standards across the trust. The multi-academy trust is governed through a single set of members and trustees.*

National Joint Council (NJC): *The body with responsibility for determining Local Government Pay.*

Owlcotes Multi Academy Trust (OMAT): *The company which has entered into the funding agreement with the Secretary of State to run the schools within the trust.*

Trustee: *Trustees of a Multi-Academy trust have duties as governors and also are Directors under company law and Trustees under charity law. Trustees must ensure compliance with the trust's charitable objects, and with company and charity law.*

Trust Board: *The Board of Trustees is legally accountable for the decisions made in all its schools. The Trust Board is responsible for the whole organisation and decides what to delegate to a school's Local Governing Board (LGB) through a Scheme of Delegation.*

1. Pay Policy – Principles

The aim of this policy is to help maintain and improve the quality of education provided for pupils in our schools by ensuring that the contribution of all staff, both teaching and support, is valued and that staff receive recognition for their work in relation to their performance.

This policy will assist the Trustees and Local Governing Boards in managing pay in a fair and transparent manner. The Headteacher and LGB in each school are responsible for managing the individual school budgets and will ensure, when setting the budget with the CFO that appropriate funding is allocated for pay progression at all levels.

Trustees and the Governing Boards will ensure that all processes are open, transparent and fair and support the principle of equality of opportunity in employment. All decisions will be objectively justified and will ensure that staff receive equal treatment irrespective of their age, gender, race, colour, ethnic origin, family commitments, marital status, sexual orientation, disability or religious beliefs.

All pay related decisions will be taken in compliance with the provisions of The Equality Act 2010, The Employment Rights Act 1996, The Employment Relations Act 1999, The Employment Act 2002, The Employment Act 2008, The Part-Time Workers (Prevention of Less Favourable Treatment) Regulations 2000, The Fixed Term Employees' (Prevention of Less Favourable Treatment) Regulations 2002, The Agency Workers Regulations 2010, all as amended.

Adjustments will be made to take account of special circumstances e.g., absence on maternity or long-term sick leave. The exact adjustments will be made on a case-by case basis according to the circumstances but may include taking a longer time period into account to gather evidence of performance.

2. Scope of the Policy

The Policy applies to teachers whose statutory pay and conditions of service fall under the terms of the School Teachers Pay and Conditions Document (STPCD); Non-teaching staff who are subject to NJC terms and conditions of employment and any staff employed directly by Owlcotes Multi-Academy Trust (OMAT) as part of the central team who may be subject to alternative pay and conditions arrangements. This policy complies with DFE and ESFA requirements and takes account of the OMAT scheme of delegation.

The policy is written to take full account of those statutory instruments and other conditions of service which affect pay and grading, including:

- The School Teachers Pay and Conditions Document
- The Conditions of Service for School Teachers in England and Wales (the 'Burgundy Book');
- The NJC for Local Government Services National Agreement on Pay and Conditions of Service (the 'Green Book' for support staff);

This policy has been written with advice from North Yorkshire County Council HR team who have consulted with the appropriate trade unions. The policy has been reviewed and agreed by Leeds trade unions. Any significant changes to this policy, other than those resulting from changes to the documents listed above, will

require consultation of Trustees of OMAT, advice from HR and consultation with the appropriate trade unions and professional associations represented within the school.

Where changes are made to this policy, they will be communicated promptly to all staff in a manner designed to draw their attention to the changes. The policy is subject to review annually or as otherwise required.

The implementation of this policy will be the responsibility of the Trustees, LGBs and Headteachers as appropriate. The review of this policy will be undertaken by the Finance, Risk and Audit Committee (FRAC) of the OMAT trustees in line with the Scheme of Delegation.

3. Implementation

a) Schools

Each school staffing budget will include an annual allocation to cover the total cost of existing and any additional planned salaries and any anticipated performance progression.

The Local Governing Board (LGB) will conduct a review of the staffing structure of the school at least annually and on other occasions as appropriate to meet the staffing demands of the trust. Any proposed changes should be agreed by the CEO and OMAT trustees. The staffing structure for each school in OMAT will be included as appendices to this policy.

The LGB will consider all matters relating to pay and grading within the school in line with the scheme of delegation. The LGB will be advised by the Headteacher, following discussion with the CEO if appropriate, in all matters except his or her own grading and salary.

The LGB will determine pay and grading for staff in school within the parameters set by this policy in as fair and equitable a manner as possible, observing all statutory and contractual requirements. The LGB will determine the pay of each member of staff annually. All decisions in relation to pay and grading will be clearly recorded and will be communicated to those individuals affected, in writing.

The LGB will ensure that every teacher's salary is reviewed annually with effect from 01 September and no later than 31 October (or 31 December in the case of the Headteacher) and give them a written statement setting out their salary. Reviews may take place at other times of the year to reflect any circumstance changes or changes to job descriptions that lead to a change in calculating an individual employee's pay.

b) Central Team

The OMAT central budget will include an allocation to cover the cost of existing and planned salaries and performance progression of staff appointed to the central team, including those in an advisory capacity.

The Board of trustees will conduct a review of the staffing structure in the central team at least annually and on other occasions as appropriate to meet the staffing demands of the trust.

The Finance Risk and Audit Committee (FRAC) / Board of Trustees will consider all matters relating to pay and grading within the central team in line with the scheme of delegation. Commencing salaries for appointments

in the central team, including the pay of senior executives will be determined by the OMAT Board of Trustees after taking advice from the Senior HR adviser and/or CEO as appropriate.

4. Staffing Structures

Each LGB will publish a whole school Staffing Structure which should be presented annually to the OMAT trustees. Should it subsequently be necessary to propose amendments to the Staffing Structure, consultation will take place, as appropriate, with the CEO of OMAT in the first instance. Any changes would be agreed by the Board of Trustees having due regard to the scheme of delegation and any relevant policies. Where changes may lead to the start of a period of safeguarding (pay protection), the LGB will take advice from the senior HR adviser and will give the required notification to the employee as soon as possible.

The OMAT Board of Trustees will publish the central team staffing structure annually. This will include a brief summary of roles and responsibilities.

5. Pay Progression for Teachers based on Performance (including members of the Leadership Group)

Appraisal will be carried out in line with the Education (School Teachers' Appraisal) (England) Regulations, in line with the Appraisal Policy and Guidance and will include reference to the Teachers' Standards 2012. The detailed arrangements for teacher and support staff appraisal are set out in the schools' Appraisal Policies.

In the case of Early Career Teachers (ECTs), whose appraisal arrangements are different, pay decisions will be made by reference to the outcome of the statutory induction process.

In determining annual pay progression regarding the pay of a teacher, the appraiser will take into account progress against **appraisal objectives** and competence against the **Teachers' Standards**. For those teachers with additional responsibilities e.g., TLRs and SEN allowances, an appropriate assessment may also be made of the extent to which these responsibilities have been undertaken.

There is a responsibility on teachers and appraisers to work together. Each school in OMAT will establish a firm and objective evidence base in relation to the performance of all teachers. Teachers should also gather any evidence that **they deem is appropriate** to demonstrate the meeting of objectives, teachers' standards and any other criteria (including application to be paid on the upper pay scale).

The range of evidence to be considered will be made clear to teachers from the outset. Headteachers and other senior leaders will consider and agree the arrangements for the moderation of objective setting and appraisal outcomes, taking into account the degree of challenge of different objectives and the possible weighting given to key targets e.g., key priorities from the School Improvement Plan.

Progress should be reviewed during the appraisal cycle and any concerns about performance that may pose a risk to pay progression should be recorded at the earliest stage, e.g., this may be during termly review meetings or as soon as these concerns become apparent. Due consideration will always be given to unmet objectives that are due to reasons beyond the teacher's control. Appraisal reports will include pay recommendations to be taken forward by the Headteacher to the LGB.

Teachers absent due to maternity leave or long-term illness should not be denied an appraisal and pay decision solely because of their absence from work. For example, if appropriate, consideration could be given to conducting appraisal prior to the commencement of a maternity leave in order to base any pay determination on the evidence of performance so far. Evidence from previous appraisals should also be taken into account and annual pay increases will be awarded based on the teacher's standards of performance immediately prior to the period of absence.

The OMAT board of Trustees and the LGB of each school recognise good performance in teachers and will apply performance related pay under the following terms:

- A performance which **meets requirements (i.e., where objectives are met or broadly met)** will receive a one-point increase within the pay scale if individual headroom allows. Details of requirements for 'met and broadly met' are in the schools' appraisal policies and appraisal guidance information.
- A performance which **fails to meet requirements** will not receive an increase unless there are external factors outside of the teacher's control which are accepted as mitigating circumstances.

6. Grading and Salary Determination

Every teacher's salary is reviewed with effect from **1 September and no later than 31 October** (except in the case of the Headteacher, where it should be no later than 31 December) each year. The performance related pay arrangements will be effective from September each year and will be based on performance in the previous academic year.

Reviews may take place at other times of the year to reflect any changes in circumstances or job description that led to a change in the basis for calculating an individual's pay.

The pay scales referred to are attached as Appendix 1 of this document and reflect the most up-to-date increases to the pay scales and TLR and SEN.

7. Pay - Leadership Group

Teachers paid on the Pay Spine for the Leadership Group are not eligible for Special Needs Allowances (SEN) or for Teaching and Learning Responsibility Payments (TLR).

Appendix 1 contains salary scales for the leadership group. The staffing structure of each school will determine the pay range of each member of the leadership group in line with the roles and responsibilities of that specific role. Many of these pay scales will be already in place. Changes to the pay and grading of the leadership group in individual schools will be discussed with the CEO and agreed by the FRAC and LGB. The school's leadership pay schedules will be documented and will be linked to that school's particular staffing structure.

8. Headteachers

a) New Appointments

Upon planning to appoint a new Headteacher or Head of School, the FRAC committee of OMAT will review the school's pay range in discussion with the school's LGB. This review will determine the pay spine for the Head within a 7-point scale.

Upon appointment, the LGB, will determine a pay point within the pay range for the Headteacher, in accordance with the provisions of the Document. This decision will have reference to the pay of other leadership group and upper pay scale teachers in the school, so that appropriate differentials are maintained. Only in exceptional circumstances will the Headteacher / Head of School pay range overlap with another leadership pay range.

A new Headteacher / Head of School will normally be appointed to the first point on the pay range but may be appointed to a higher point if circumstances make a higher point appropriate. However, headroom for performance related pay progression should remain available within the range.

b) Headteachers / Heads of School currently in role

The Appraisal Committee (a panel of the LGB) will agree performance objectives with the Headteacher / Head of School, after receiving the advice of their external adviser or CEO acting as external adviser to the LGB, in line with appraisal regulations.

The Committee will review performance against objectives set for the preceding year and other stated performance criteria, again receiving advice from their external adviser. The external adviser / CEO is not able to advise the committee regarding Headteacher/ Head of School pay. The Head must demonstrate sustained overall high quality of performance in order to be considered for a performance point increase within the 7-point scale of their pay range. Pay progression will be effective from 1st September.

c) Headteacher - Additional Payments

Where an additional payment is made to the Headteacher / Head of School, the reasons for and duration should be agreed in advance with FRAC who will take advice from the CEO. These payments may take account of the following:

- (i) Where a Headteacher is appointed to be responsible for more than one school, the following arrangements will apply**

Permanent Arrangement e.g., a federation with a single governing body or permanent collaboration:

The remuneration in such cases should be based on the calculation of the total number of pupil units across all schools, which will give a group size for the federation. The relevant body should then determine the Headteacher's pay range and appropriate starting point in that range.

The Headteacher's pay range may exceed the maximum of the group where the Board of Trustees determine that circumstances specific to the role or candidate warrant a higher-than-normal payment. The governing body must

ensure that the maximum of the Headteacher's pay range and any additional payments made in line with the STPCD does not exceed the maximum of the Headteacher group by more than 25% unless in exceptional circumstances, where supported by a business case and where independent advice has been taken from HR.

Temporary Arrangement e.g., a Headteacher takes on the post of Acting Headteacher at another school in addition to his/her existing post. In such cases the Headteacher may be awarded an additional payment to take account of the additional responsibilities and work load.

(ii) Provision of other services by the Headteacher

The Trustees have discretion to make payments to Headteachers who provide an external service to one or more additional schools, and also to any of the school's teachers whose post acquires additional responsibility as a result of the Head's activities.

Areas of work that will attract an additional payment include: providing School to School Support, working as a strategic partner in a Teaching School Alliance; providing leadership support to other schools; mentoring new Headteachers; acting as an external adviser for Headteacher performance management; conducting pupil premium reviews.

9. Deputy Headteachers and Assistant Headteachers

For any new appointments, the OMAT Board of Trustees will agree a pay range of 5 consecutive points from the Pay Spine for the Leadership Group for each Deputy Headteacher and Assistant Headteacher. The individual pay ranges set will reflect the relative responsibilities and job weight of the roles concerned.

A new Deputy or Assistant Headteacher will normally be appointed to the first point on their pay range but may be appointed to a higher point on their pay range if circumstances make this appropriate. However, headroom for performance related pay progression will remain available within the range.

The Committee will be advised by the Headteacher of performance against objectives agreed for the preceding year and other stated performance criteria, and must have regard to the recommendation on pay progression recorded in the teacher's most recent planning and review statement. The Committee will take this into account when determining whether to award a pay point progression within the individual range. Progression within the range will be based on evidence of sustained high quality of overall performance.

a) Remuneration Deputy Headteachers / Assistant Headteachers due to the Headteacher providing additional services.

Consideration will be given to the remuneration of members of the leadership team, who as a result of the Headteacher's role, are taking on additional responsibilities. This will be based on any additional responsibilities attached to the post (not the teacher).

The additional responsibilities and their duration should be recorded. An increase in remuneration should only be agreed where the post accrues extra responsibilities as a result of the Headteacher's enlarged role; it is not automatic.

10. Leading Practitioners

Schools may appoint Leading Practitioners (LPs) within their staffing structures as detailed within paragraph 16 (STPCD). The primary purpose of such posts is the modelling and leading improvement of teaching skills. This may include outreach work for the benefit of the wider teaching community. There is no minimum service criterion for a Leading Practitioner.

Leading Practitioners are not eligible for Special Educational Needs Allowances or for Teaching and Learning Responsibility Payments.

The LGB in consultation with the CEO will determine an appropriate individual pay range or pay point from the Leading Practitioner pay spine. Different Leading Practitioners in the school may be placed on different individual ranges or points in accordance with the responsibilities of their Job Descriptions. The range or pay point may be reviewed where there is significant change in the responsibilities of an existing LP. The Committee will have regard to the recommendation on pay progression recorded in the teacher's most recent appraisal statement when determining whether to award a pay point for progression within the individual range. Any pay decisions will be effective from 1st September.

11. Teachers

a) Upon Commencement

The salary of teachers new to the school will be notified prior to commencement. Pay on appointment will have regard to the requirements of the post and any specialist knowledge or experience required.

Schools in OMAT will honour pay portability from school to school and hence teachers with previous teaching experience will normally be paid at the pay level of their most recent teaching post unless they have applied and been appointed to a role which provides them with promotion in the form of a TLR or on the leadership spine.

In certain circumstances teachers may be paid at a higher or lower level than their previous teaching post, e.g. A teacher on the leadership spine in one school applies for a role within the Academy trust which is advertised on MPS/UPR.

Early Career Teachers will be paid on point 1 of the Main Scale for teachers.

b) Existing Teachers in the same school

The point on the pay scale of teachers continuing to be employed at the same school may not be reduced and any pay progression is permanent while teaching in the same school. All schools in OMAT will retain a 6 point pay structure that mirrors the MPS range in the current STPCD and a 3 point scale which mirrors the UPR range in the current STPCD. Salary scales attached as an appendix.

c) Pay Progression

The salary of main pay scale teachers will be reviewed with effect from 01 September each year and each teacher will be issued with a salary statement by 30 November.

Annual pay progression is based on successful performance management. Teachers will need to demonstrate that they have met or broadly met their objectives and have shown competence in all elements of the Teachers' Standards. LGBs will be advised by the Headteacher and must have regard to the recommendation on pay progression recorded in the teacher's most recent appraisal statement.

d) Special Educational Needs Allowance

A SEN spot allowance is payable to a classroom teacher if that teacher:

- Is in any SEN post that requires a mandatory SEN qualification (unless the teacher is paid on the leadership spine or has this recognized through a TLR)
- Is in a special school
- Teaches pupils in one or more designated special class or units in a school
- Is in any non-designated setting (including any PRU) that is equivalent to a designated special class or unit where the post:
 - (i) involves a substantial element of working directly with children with special educational needs;
 - (ii) requires the exercise of their professional skills and judgement in the teaching of children with special needs; and
 - (iii) has a greater level of involvement in the teaching of children with special educational needs than is the normal requirement of teachers throughout the school.

Where the allowance is payable, the school will determine the spot value of the allowance for each relevant teacher taking into consideration the structure of the SEN provision and the following factors:

- Whether any mandatory qualifications are required for the post;
- The qualifications and expertise of the teacher relevant to the post; and
- The relative demands of the post.

12. Teaching and Learning Responsibility Payments (TLRs)

TLRs may be awarded for undertaking a sustained responsibility in the context of the school's staffing structure that is needed to ensure continued delivery of teaching and learning. Before awarding a TLR, the LGB in consultation with the CEO, must be satisfied that the teacher's duties include a significant responsibility that is not required of all classroom teachers, and that:

- Is focused on teaching and learning;
- Requires the exercise of a teacher's professional skills and judgement;
- Requires the teacher to lead, manage and develop a subject or curriculum area; or to lead and manage pupil development across the curriculum;
- Has an impact on the educational progress of pupils other than the teacher's assigned classes or groups of pupils; and
- Involves leading, developing and enhancing the teaching practice of other staff.

a) TLR 1 and 2

Before considering awarding a TLR1, LGBs must be satisfied that the significant responsibility referred to in the previous paragraph includes, in addition, line management responsibility for a significant number of people. A discussion at trust board level will be necessary to confirm that a TLR 1 is appropriate. During discussions, consideration should be given as to whether payment as a leading practitioner or on the leadership spine would be an appropriate alternative. There are currently no TLR 1 roles within the staffing structure of any school in OMAT.

Where there is an approved TLR post, in conformity with the criteria stated in the STPCD the post-holder will receive an appropriate TLR payment (from the implementation date) in accordance with the level of responsibility.

Pay ranges for TLR 2 are detailed in Appendix 1. Each school will identify the level of payment within this scale in discussion with the LGB and CEO. These payments will be documented and provided on the school's staffing structure document.

If the level of responsibility ceases to exist, due to a revised staffing structure or other school specific factors, then the TLR payment may cease and the teacher may be entitled to a safeguarded sum. Advice from HR will be sought in this instance.

If a TLR 2 is offered on a temporary basis e.g., to cover a vacant role left by a teacher, then this TLR should be identified as temporary at the outset.

b) TLR 3

TLR 3s are temporary fixed-term and may be awarded for the following purposes:

- Clearly time-limited school improvement projects;
- One-off externally driven responsibilities.

Pay ranges for TLR 3 are detailed in Appendix 1. Each school will identify the level of payment within this scale in discussion with the LGB and CEO. These payments will be documented and provided on the school's staffing structure document. A TLR 3 payment will be paid in full and **not** on a pro-rata basis to a part time teacher (Paragraph 41 STPCD).

No salary safeguarding will apply to a TLR3 post.

13. Threshold and Post-Threshold Teachers

All qualified main scale Teachers are eligible to apply to cross the 'Threshold' to the Upper Pay Scale.

- a) Within OMAT, any teacher may apply to be paid on the Upper Pay Scale. Applications should be made by 31st October and, if successful, progression will be backdated to 1st September of the same academic year.

- b) Applications will be made on the form specified in the appraisal documentation to the Headteacher, who will make a determination based on evidence provided. Recommendations for progression will be made by the Headteacher to the LGB. The Headteacher must be able to justify all decisions.
- c) Applications will not be accepted more than once per academic year. All applications should include the results of the last two available appraisal reviews together with a succinct summary of evidence against the assessment criteria.
- d) The evidence needed to apply for threshold will be based on the appraisal process and consist of the following:
- Evidence to support they are working at upper pay scale level i.e., highly competent
 - Evidence to show achievements and contribution are substantial and sustained (as per definitions below)
 - Evidence to support wider school contribution
 - Evidence from recent appraisals (usually 2 consecutive successful ones).
- e) An application from a qualified teacher will be successful where the Committee is satisfied that:
- The teacher is **highly competent** in all elements of the relevant standards; and
 - The teacher's achievements and contribution to the school are **substantial** and **sustained**.

For the purposes of this pay policy:

'highly competent' means;

Performance which is not only good but also good enough to be assessed as having excellent depth and breadth of knowledge, skill and understanding of the Teachers' Standards. (This **may** include being able to provide coaching and mentoring to other teachers, give advice to them and demonstrate to them effective teaching practice)

'substantial' means;

Achievements and contribution to the school are significant, not just in the raising of standard of teaching and learning in their own classroom, or with groups of children, but also in making a significant wider contribution to the school, which impacts on progress and on the effectiveness of staff and colleagues.

'sustained' means

Maintained continuously over 2 consecutive successful appraisal reports in an OMAT school. They will be able to demonstrate that their teaching expertise has grown over the relevant period and is consistently good to outstanding.

- a) If a teacher is simultaneously employed at another school in addition to a school within OMAT they may make separate applications to each school. An OMAT school will not be bound by any pay decisions made by another school.
- b) The Headteacher should notify the LGB of the pay recommendation regarding a threshold application as soon as possible and normally within 20 working days of the recommendation being made. The LGB, on receiving notification of a successful threshold application, will move the teacher to point 1 of the Upper Pay scale at the appropriate time.

- c) Teachers who are unsuccessful in their Threshold applications may appeal against the decision (See section 23).

14. Upper Pay Scale

Teachers who are successful in their Threshold Assessments will move to point one of the Upper Pay Scale. Further pay progression will be based on successful performance management over two years.

Teachers will be assessed in accordance with the school's Appraisal Policy to determine whether their contribution to the school has continued to be **substantial and sustained** in line with the agreed terminology in this policy. Teachers will need to be assessed as **highly competent** in all elements of Teacher's Standards.

The LGB will receive a recommendation from the Headteacher based on appraisal outcomes taking into account the above in this regard.

With reference to pay progression decisions, any significant concern(s) about performance must have been raised and recorded with the teacher during the appraisal cycle and not have been addressed by the conclusion of the process.

Once awarded, points on the upper pay scale cannot be removed during the teacher's employment in the same school.

Post Threshold Teachers are eligible for the same Allowances as other Qualified Teachers.

15. Unqualified Teachers (Instructors)

The following categories of unqualified teachers are allowed by law:

- Persons giving instruction in any art, skill, subject or group of subjects (including any form of vocational training) who have special qualifications and/or experience;
- Overseas trained teachers;
- Persons granted a licence under the provisions of Part II of Schedule 2 to the Education (Teachers) Regulations 1993;
- Student teachers, teacher trainees who have yet to pass the skills test and those undertaking employment-based teacher training leading to QTS; or
- Assistant teachers at a nursery school or teachers of a nursery class, who were employed as teachers under the Education (Teachers) Regulations 1982 before 1 September 1989.

The LGB will determine at which pay point a newly appointed unqualified teacher will enter the Unqualified Teachers Pay Scale, having regard to any previous experience, or any qualifications which they possess which are relevant to the post. Once awarded, pay points for unqualified teachers are permanent for employment within the same school.

The LGB will take advice about the performance of unqualified teachers from the Headteacher and must have regard to the recommendation on pay progression recorded in the unqualified teacher's most recent appraisal statement. Unqualified teachers will need to show competence in the teachers' standards. Unqualified teachers may not receive Teaching and Learning Responsibility Payments or SEN Allowances but

may receive points additional payments in line with the STPCD paragraph 22 for additional responsibility focused on teaching and learning or qualifications and/or experience which will bring added value to the role being undertaken.

Trainee teachers who are undertaking an employment-based route into teaching will be paid on UQ point 1 during their training year and will not be eligible for pay progression.

16. Part-Time Teachers

The proportion of time a part-time teacher works is calculated against the school's timetabled teaching week (STTW). The STTW refers to the school session hours that are timetabled for teaching, including PPA time and other non-contact time but excluding;

- Break times
- Registration; and
- Assemblies

The STTW of a full-time classroom teacher is used as the figure for calculating the percentage of the STTW for a part-time teacher at the school. The same percentage will be applied to the proportion of directed time required of a part-time teacher.

Where an allowance is paid to a teacher, the same percentage of the full-time allowance will be payable.

A part-time teacher may be requested (but not required) to voluntarily work on a day or part of a day they do not normally work and, if agreed, a pro rata additional payment should be made, or time off in lieu agreed, where appropriate.

Full guidance on calculating the remuneration of part-time teachers can be found in section 3 of the STPD paragraphs 70 – 72.

17. Teachers Employed on a Short Notice Basis

Teachers employed on a day-to-day or other short notice basis will be paid in accordance with the provisions of the Document on a daily basis calculated on the assumption that a full working year consists of 195 days, periods of employment for less than a day being calculated pro rata. Teachers will be paid for all hours they are required to be on the school premises and consideration should be given to their PPA entitlement.

18. Other Provisions Relating to Teachers

All types and grades of teachers, **excluding** Headteachers and other members of the Leadership Group, are eligible to be considered for the payments detailed below:

a) Recruitment and Retention Incentives and Benefits

Such incentive allowances may be awarded by the LGB only to aid the recruitment and/or retention of teachers. Any additional allowance for the purpose of recruitment and retention must be discussed in

advance with the CEO and agreed by the FRAC. The LGB will determine whether an annual allowance will be paid with the monthly salary or as a lump sum at the end of a fixed period.

The governing body should make clear at the outset the expected duration of any such incentives and benefits, and the review date after which they may be withdrawn.

Where a teacher is given an incentive or benefit under paragraph 27 of the STPCD, written notification given at the time of the award should state:

- Whether the award is for recruitment or retention
- The nature of the award
- The amount of the award
- When/how it will be paid (as applicable)
- Unless it is a 'one-off' award, the start date and duration of the incentive
- The basis for any reviews which will be applied
- The basis for any repayment should an individual leave the school.

b) Continuing Professional Development

Consideration will be given to additional payments for teachers who undertake CPD activities linked to the OMAT improvement plan or the School Improvement Plan at weekends or during school holidays. Any pay will be consistent with the teachers' pay spine position. No additional payment will be made for such activities which take place within the defined working year.

c) Initial Teacher Training Activities

Consideration will be given to payment for activities related to providing routine initial teacher training activities in accordance with the provisions of the Document unless this role is recognised as part of a TLR payment or Leadership spine payment.

Examples of activities which may attract a payment are: Planning ITT courses; Developing course materials; managing groups of trainees within the school setting.

d) Payment for Out of School Hours Learning Activity

Consideration will be given to payment for involvement in out of school hours learning activities which fall outside a teacher's directed time. Examples of such activities may include, summer schools, holiday 'booster classes' etc. All such activities should require the exercise of a teacher's professional skills or judgement.

In each of the above three categories payment will usually be made at the teacher's normal hourly rate.

e) Additional Responsibilities

Consideration will be given to payment for additional responsibilities and activities due to, or in respect of, the provision of services by the Headteacher relating to the raising of educational standards to one or more additional schools.

19. Payment for work undertaken for other Institutions

At all times, OMAT and the schools in OMAT will abide by the following principles:

- a) Any services provided by the Headteacher or other staff, of one school to another school, must be authorised formally by the LGB in consultation with the CEO. Where the work extends over more than a 12-month period, the agreement of the LGB must be reviewed annually, or sooner if appropriate. The LGB should also agree arrangements for terminating such work.
- b) Before such work is undertaken, the LGB and the Headteacher must take into account:
 - The needs of the employees own school and its pupils;
 - The benefits that the activity would bring to the school;
 - The impact of any absence on other staff, including their workload; and
 - The workload and work-life balance of all the individuals concerned.
- c) In particular, before reaching a view, the LGB should satisfy itself that these matters have been fully considered within the school's leadership team.
- d) Any income derived from external sources for the work by a school's staff will accrue to the school.
- e) Arrangements for payment for external work, including appropriate personal remuneration, must be clearly stated and formally incorporated into a protocol by the LGB after taking advice from the CEO and the FRAC committee of OMAT. The terms of such an agreement must be set out in a memorandum signed by the COG and the Headteacher after approval by the CEO/ FRAC.
- f) The LGB should ensure that any expenses incurred by the individual as a result of taking on additional work are reimbursed, unless they are accounted for elsewhere.
- g) The Headteacher and LGB should monitor the operation of the arrangements and their impact on staff and pupils and take action where arrangements prove to be unsatisfactory.

20. Members of Staff Temporarily Undertaking the Duties of More Senior Posts

Members of staff who agree to cover **all of the duties** associated with a post of a higher grade than their own for a temporary period of normally at least four working weeks will be paid an additional sum.

The sum paid will be equivalent to the difference between their normal salary and the starting point on the salary range or salary of the more senior post, for as long as the temporary acting-up arrangements apply. An employee appointed to cover a temporary vacancy, e.g., an Acting Headteacher, will be paid at the starting point on the pay range of the vacant post.

21. Unpaid leave for Teachers

In line with the Conditions of Service for Teachers in England and Wales (Burgundy Book), where authorised unpaid leave or unauthorised unpaid leave (e.g., strike action) occurs deductions of salary shall be calculated at a daily or part daily rate based on the days salary being $1/365^{\text{th}}$ of a year for each day of the absence.

22. Support Staff

Support staff will be appointed to a post covered by the appropriate LA scheme of conditions of service and be allocated to a pay band from the scales contained within those conditions, in compliance with the Local Authority job evaluation scheme. Each post will have a designated job description and pay band. The pay band allocation will normally remain static, other than for annual incremental rises within it, unless a significant increase in the duties and responsibilities attached to the post takes place.

a) Pay on appointment

Employees appointed on NJC terms and conditions will be provided with a job description and person specification at the time of appointment.

Specific salary scales for newly appointed support staff will be detailed when the vacancy is advertised. On appointment, the staff member would usually be appointed to the bottom of their pay grade. However, the staff member may be appointed to a pay point within the scale that is above the minimum of that scale if there is a sound, justifiable reason to do so, e.g., where recruitment is particularly difficult or where an employee's skills or experience deem it appropriate.

Where an employee is new to OMAT but on the same grade in their previous role, then the pay point within the scale should be matched.

b) Increments

For support staff who have not yet reached the top of their grades, incremental progression will be based on successful appraisal reviews. Once at the top of the scale the staff member will have no further increments.

c) Pay increases

Where pay increases have been negotiated and agreed nationally, this will be implemented on, or back dated to 1st April.

23. Pay Hearings and Appeals

Teachers, including Headteachers, may appeal any determination in relation to their pay or any other decision taken by the LGB, (or a committee or individual acting with delegated authority) that affects their pay.

The following list 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 or School Pay Policy;
- 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) Unlawfully discriminated against the employee.

A key aspect of the process is the opportunity for a teacher to discuss a pay recommendation prior to it being confirmed by the LGB or Trustees. This stage in the process will help to ensure that pay decisions and pay policies are seen as transparent and fair. The opportunity to discuss a pay decision may mitigate the need for the more formal stages two and three.

The procedure is as follows:

Stage 1 – Informal discussion with the appraiser or Headteacher prior to confirmation of pay recommendation (see above)

- a) The employee receives confirmation of the proposed pay recommendation in a timely manner, usually within 10 working days and where applicable the basis on which the recommendation will be made.
- b) If the employee is not satisfied, they should seek to resolve this by discussing the matter informally with the appraiser or Headteacher (or in the case of the Headteacher, the Chair of Governors) within five working days of receipt of the recommendation and before it is put forward to the person or committee who will make the pay determination.
- c) If the employee is still not satisfied after informally discussing the recommendation, then the appraiser or Headteacher (or Chair of Governors) should summarise the rationale as to why the employee does not agree with the recommendation and this should be considered by the person or committee prior to making their determination

Stage 2 – Formal Representation Hearing to the person or governors’ committee who made the pay determination

- a) If, having gone through stage 1, the teacher believes that an incorrect determination has been made, he/she may make representation to the person (or committee) who made the decision. To begin the process, the employee should submit a formal written statement to the person (or committee) making the determination, setting down in writing the grounds for not agreeing with the pay determination. This should be done within 10 working days of receiving confirmation of the pay determination.
- b) The teacher should be given the opportunity to make representations at a formal hearing with the person (or governors committee) who made the pay determination. The outcome of this hearing will then be communicated to the teacher in writing within 10 working days. The employee will be informed that they may be accompanied by a trade union representative or work colleague at the hearing.
- c) Having heard the representation, the person or committee must reach a decision, which it must relay to the employee in writing, including the rationale for reaching the decision. The employee should be notified of their right of appeal if necessary.

Stage 3 – Formal Appeal Hearing

- a) If the employee continues to be dissatisfied with the pay determination following the representation hearing, they should set out in writing the grounds for appealing the determination and should send it

to the Chair of the appeal committee or Headteacher within 10 working days of receipt of the written outcome of the stage 2 decision

- b)** Any appeal should be heard by a panel of governors (minimum two but recommend three) who were not involved in the original determination, normally within 20 working days of the receipt of the written appeal notification. One of these governors should be a representative from the trust board.
- c)** Having heard the appeal, the panel must reach a decision, which it must relay to the teacher in writing within 10 working days, including the rationale for reaching the decision. This decision will be final and there is no recourse to the general staff grievance procedure.
- d)** All documents related to this procedure should be retained in the employee's personal file.

At each stage of this procedure the member of staff is entitled to be accompanied by a colleague or trade union rep. This includes the hearing and the appeal hearing. Appeals should be clerked and minuted and a note of meetings should be produced.

24. Monitoring of the Policy

The Trustees, through its FRAC committee, will monitor the effectiveness of this policy including the outcome of pay decisions to ensure the school's compliance with equalities legislation.

The policy will be reviewed and amended following advice from HR and/or after negotiations with relevant unions.

Appendix 1: Pay Scales 2024/25

Main Pay Scale Teachers (MPS)

Owlcotes Multi-Academy MPS teachers will be paid in accordance with the following pay scales:

M1	£31,650.00
M2	£33,483.00
M3	£35,674.00
M4	£38,034.00
M5	£40,439.00
M6	£43,607.00

Upper Pay Scale teachers (UPS)

U1	£45,646.00
U2	£47,338.00
U3	£49,084.00

Unqualified Teachers (UQ)

UTPR1	£21,731.00
UTPR2	£24,224.00
UTPR3	£26,716.00
UTPR4	£28,914.00
UTPR5	£31,410.00
UTPR6	£33,902.00

TLRs

TLR2	£3017.00
TLR3	£750 - £1200

Lead Practitioners

LP1	£50,025.00
LP2	£51,280.00
LP3	£52,560.00
LP4	£53,867.00
LP5	£55,209.00
LP6	£56,593.00
LP7	£58,118.00
LP8	£59,457.00

SEN Spot Allowance

Where a SEN allowance is paid a spot allowance of £2384 will be paid to the post holder.

Leadership Reference Points

For full details of teachers' pay scales including leadership reference points please see NASUWT pay scale document.

Support Staff Pay Scales

For full details of NJC pay scales please see Unison pay scale document.

**This Pay Policy (revised) was adopted by Owlcotes Multi Academy Trust on 31/01/2019.
Interim policy was first adopted on 11/10/2018**

Chair of Trustees: Mrs Judith Norfolk	
Signature:	
Frequency of review:	Annually or when changes are made nationally.
To be reviewed by:	OMAT Full Board
To be approved by:	OMAT Full Board
Date of next review:	December 2025 or sooner depending on national changes.

REVIEW RECORD

Date of review	Reason for review	Date of next review
22/06/2023	Amendment to TLR 3 pay scale.	June 2024

Name:		Signature:	
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on behalf of OMAT Full Board

Date of review	Reason for review	Date of next review
12/12/2023	Updated in line with the Leeds City Council model policy.	December 2024

Name:			
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on behalf of OMAT Full Board

Date of review	Reason for review	Date of next review
12/12/2024	Amendments to appendix 1 to reflect updated pay scales.	December 2025

Name:		Signature:	
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