



Woodard Academies Trust

Teacher Pay Policy

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Woodard Academies Trust

Policy for determining Teacher's Pay

1. Aim

This policy sets out the framework for making decisions on teachers' pay and senior leaders paid on the leadership spine.

This policy has been developed to comply with current legislation and the requirements of the School Teachers' Pay and Conditions Document (STPCD) and has been consulted on with recognised trade unions through the Woodard Joint National Consultative Committee.

In adopting this policy Woodard Academies Trust has the following aims:

- Maximise the quality of teaching and learning at all the Academies and Schools
- Support the recruitment and retention of a high quality teacher workforce
- Enable our Academies to recognise and reward teachers appropriately for their contribution to the Academy/School
- Help to ensure that decisions on pay are managed in a fair, just and transparent way
- Comply with current legislation and the requirements of the School Teachers' Pay and Conditions Document

2. Scope

This policy applies to all teachers employed by Woodard Academies Trust, including teachers paid on the Leadership Scale with the exception of Academy Principals and second tier leaders on central contracts.

The Board of Trustees has delegated to Principals the operational management of this policy. They have delegated to the Academy Council the responsibility to finally ratify pay progression decisions. The relevant Academy Council is responsible for hearing pay appeals, should this be necessary.

3. Equality

Woodard Academies Trust will ensure that its processes are open, transparent and fair and that all decisions can be objectively justified. 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, depending on all the circumstances.

4. Vacancies and Basic Pay Determination on Appointment

Woodard Academies Trust seeks to recruit the best possible teachers. This will normally mean matching or exceeding an applicant teacher's current pay point.

The Principal will determine the pay range for a vacancy prior to advertising. Vacancies will be advertised showing the pay range for the role. This will be commensurate with the nature of the role, the level of qualifications, the experience and skills required for the role, the market conditions and the wider Academy context. Where additional payments are applicable, such as a TLR payment this will be clearly stated in the advert.

On appointment the Principal will determine the starting salary within that range to be offered to the successful candidate. In making this decision the following factors will be taken into account:

- The nature of the post
- The level of qualifications, skills and experience required for the post
- The experience of the candidate and their current pay level
- Market conditions including market conditions in the particularly locality
- The wider Academy and Woodard Academies Trust context

5. Pay Reviews

The WAT Trustees will ensure that each teacher's salary is reviewed annually with effect from 1st September and by no later than 31 October each year, and that all teachers are provided with a written statement setting out their salary and any other financial benefits to which they are entitled.

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

Where a pay determination leads or may lead to the start of a period of safeguarding, the Principal will give the required notification as soon as possible and no later than one month after the date of determination.

6. Pay Scales

The pay scale values for Woodard Academies Trust are set out in Appendix 2 of this policy. Woodard Academies Trust will continue to use six and three point pay scales on the Main and Upper Pay Ranges within the minimum or maximum of those ranges, as shown in section 9 of this policy.

7. Pay progression based on performance

7.1 Pay Review

In Woodard Academies all teachers can expect to receive regular, constructive feedback on their performance and they are subject to an annual appraisal that recognises their strengths, informs plans for future development and helps to enhance their professional practice. The arrangements for teacher appraisal are set out in the Woodard Academies Trust Teacher Appraisal Policy.

Decisions regarding pay progression will be made with reference to the teacher appraisal report and the pay recommendations they contain as set out in the Woodard Academies Trust Teacher Appraisal Policy. This should start from the premise that teachers continue to meet the Teachers Standards and will only involve assessment against individual standards where evidence to the contrary has arisen during the annual appraisal process.

The evidence used to assess performance will cover the totality of a teacher's work and may include:

- Voluntary self-assessment
- Tracking pupil progress
- Lesson observations
- Exam results
- Evidence of contribution to the Academy improvement priorities (as outlined in the Academy Improvement Plan) and support for the ethos of the Academy

Participation in out-of- hours activities and other voluntary activities will not be considered as part of the appraisal and will not be relevant to pay progression.

To be fair and transparent, assessments of performance will be properly rooted in evidence. In Woodard Academies, the setting of objectives and assessments will be monitored by the Principal and Vice Principals to ensure they are consistent. In order to do this each Academy will moderate and quality assure a sample of appraisal reports.

7.2 Delegation of Pay decisions

The Board of Trustees has delegated to Principals the operational management of this policy. They have delegated to the Academy Council the responsibility to finally ratify pay progression decisions.

Pay recommendations will be considered in the light of the Academy budget. The appropriate body will ensure that appropriate funding is allocated for pay progression at all levels. Budgetary restraint is not an accepted reason for limiting pay progression where teacher performance warrants progression.

7.3 Outcome of Pay Review

Recommendations for annual pay progression are not guaranteed. The Appraiser will advise the teacher of the recommendation they intend to make with respect to the teacher's pay progression. This may be a recommendation for progression or not, depending on the evidence collected which provides information about the performance of the teacher.

Where a teacher is not recommended for progression, they will be provided with written reasons as to the outcome of the review and the reasons why progression was not recommended. A no progression determination can be made without recourse to the capability procedure. Within the Appraisal process, a professional dialogue, support and training will be provided so that the teacher is clear about the level of performance required for progression in the future.

7.4 Salary Notification

Teachers will be provided with a salary statement each year which gives full details of their pay.

Where teacher performance is not sufficient to lead to a pay progression recommendation, the teacher will receive a written explanation as to why and they will be provided with focussed support as referred to in the Appraisal Policy in order that they can reach the standard to enable future progress.

7.5 Newly Qualified Teachers and pay progression

In the case of Newly Qualified Teachers (NQTs) whose appraisal arrangements are different, pay decisions will be made by means of the statutory induction process. On successful completion, there will be progression of one point and more than one point for exceptional performance.

7.6 Moderation and Quality Assurance

The Principal will moderate and quality assure pay progression recommendations having regard to the appraisal report and taking into account advice from the senior leadership team and line managers making pay recommendations. Final pay decisions will be ratified by an appropriate sub-committee of Academy Councillors.

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8. Pay Levels and Progression Criteria

<p>Entry Level Teacher</p> <p>M1 M2 M3</p>	<p>Entry Level Teachers are NQTs and those in the first years of their teaching career.</p> <p>NQTs will generally be appointed on M1, although there is scope for this to be higher within the Entry Level if they bring relevant experience and skills from an earlier career.</p> <p>When assessing an Entry Level Teacher's progress consideration is given to the totality of performance, subject to any agreed mitigating circumstances, including:</p> <ul style="list-style-type: none">• Satisfactory completion of the induction year and evidence that the NQT is consistently teaching at a level that enables most pupils to make the progress expected of them.• Appropriate participation in meetings, CPD and planned / calendared Academy activities to support the Woodard ethos <p>For those in their second year of teaching and subject to the Appraisal Policy, they will meet the criteria above and:</p> <ul style="list-style-type: none">• Continuing to meet the Teacher Standards as discussed at the planning and review meeting• Meet or exceed their objectives (subject to any agreed mitigating circumstances) <p>Appraisers may recommend acceleration of 2 points where performance is exceptionally high. This includes progression to the next band.</p> <p>In cases where teacher performance is insufficient to lead to a pay progression recommendation, the teacher should expect focussed support as referred to in the Appraisal Policy in order that they can reach the standard to enable future progression.</p> <p>Decisions regarding pay progression will be made with reference to the teacher appraisal report and the pay recommendations they contain as set out in the Woodard Academies Trust Teacher Appraisal Policy.</p>
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<p>Accomplished Teacher</p>	<p>An Accomplished teacher makes a strong contribution to the life of the Academy</p>
<p>M4 M5 M6</p>	<p>When assessing an Accomplished Teacher's progress consideration is given to the totality of performance, subject to any agreed mitigating circumstances, including:</p> <ul style="list-style-type: none"> • Continuing to meet the Teacher Standards (in accordance with career stage expectations) as discussed at the planning and review meeting. • Appraisal objectives are met or exceeded (subject to any agreed mitigating circumstances). • Teaching is judged to be consistently good or better, with anything less being an exception. • Pupil progress data indicates that the vast majority of students are making good or better progress (subject to any agreed mitigating circumstances) as a result of good or better teaching. • The teacher makes an active and valuable contribution to meetings, CPD and planned / calendared Academy activities to support the Woodard ethos <p>Appraisers may recommend acceleration of 2 points where performance is exceptionally high.</p> <p>In cases where teacher performance is insufficient to lead to a pay progression recommendation, the teacher should expect focussed support as referred to in the Appraisal Policy in order that they can reach the standard to enable future progression.</p> <p>To progress to the Upper Range a teacher must apply for progression to the Upper Range. Applications are invited from Teachers on M5 or M6.</p> <p>Decisions regarding pay progression will be made with reference to the teacher appraisal report and the pay recommendations they contain as set out in the Woodard Academies Trust Teacher Appraisal Policy.</p>

<p>Expert Teacher</p> <p>Upper Range</p> <p>1</p> <p>2</p> <p>3</p>	<p>An Expert Teacher makes a sustained and substantial contribution to the life of the Academy.</p> <p>When assessing an Expert Teacher’s progress consideration is given to the totality of performance, subject to any agreed mitigating circumstances, including:</p> <ul style="list-style-type: none"> • Continuing to meet the Teacher Standards (in accordance with career stage expectations) as discussed at the planning and review meeting. • Appraisal objectives are met or exceeded (subject to any agreed mitigating circumstances). • Teaching is judged to be consistently good and is often outstanding. • Almost all students or classes are making at least good progress (subject to any agreed mitigating circumstances); some are making rapid and sustained progress. • The teacher takes a leading role in meetings, curriculum and CPD activities and other planned / calendared Academy activities to support the Woodard ethos. <p>Pay progression within the upper range will usually be based on two successful Appraisal reviews.</p> <p>For exceptional performance a recommendation may be made for progression after one year at a point in the range.</p> <p>For further progression within the range:</p> <ul style="list-style-type: none"> • The teacher continues to contribute in a sustained and substantial way to the life of the Academy taking a leading role in curriculum and other meetings, CPD, and supporting / coaching other teachers. • The teacher continues to broaden and deepen their knowledge and expertise. <p>Some teachers may need to consolidate their performance at a particular point within the Upper Range before continuing to progress. In such cases this will be confirmed in writing with the teacher during the annual appraisal cycle and be addressed with a programme of support, as set out in the Appraisal Policy.</p> <p>Decisions regarding pay progression will be made with reference to the teacher appraisal report and the pay recommendations they contain as set out in the Woodard Academies Trust Teacher Appraisal Policy.</p>
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9. Application to the Upper Pay range – Expert Teacher

9.1 Who may apply?

Qualified teachers may apply to be paid on the upper pay range when they are at point M5 or M6 of the main pay scale.

Any such application by the teacher must be assessed in line with this policy. It is the responsibility of the teacher to decide whether or not they wish to apply to be paid on the upper pay range. They may wish to discuss their intended application with their Appraiser.

9.2 Part-time teachers

Part-time teachers, have the opportunity to progress to the Upper Pay Range and should follow the application process set out in 10.4 below.

9.3 Absence due to maternity leave or extended sick leave

Where a teacher has been on maternity leave or sick leave during an appraisal cycle, they should have the opportunity to make an application to progress to the upper pay range. Progression decisions are based on performance and evidence to inform that. The evidence should usually cover at least the previous two year period. Employees who have been absent from work, for example due to maternity leave or extended sickness absence, will be able to use earlier appraisal evidence in support of their application and/or a statement summary of evidence designed to demonstrate that the applicant has met the assessment criteria.

9.4 How to apply

Applications must be submitted in writing by the teacher to the Principal before the commencement of the next appraisal cycle and before 10th September of a new academic year.

The letter of application for progression to the Upper Pay Range should provide sufficient evidence drawn from the last two Appraisal Reports, that the teacher meets the progression criteria.

9.5 Progression Criteria

An application from a qualified teacher for progression to the Upper Range will be successful where the Principal is satisfied that:

- a. The teacher is highly competent in all elements of the teacher standards and demonstrates consistently good teaching and often demonstrates outstanding practice and there is evidence to support this.

- b. Almost all pupils are making at least good progress, some are making rapid and sustained progress.
- c. The teacher's achievements and contribution to the school are substantial and sustained. The teacher takes a leading role in curriculum and other meetings, CPD including coaching and mentoring other teachers and in promoting academy activities and the Woodard ethos.
- d. Applications for progression to the Upper Pay Range may be received from teachers in the Accomplished Teacher Band at points M5 or M6.

9.6 Upper Pay Range Progression Decision

The Principal will review the evidence provided and determine whether or not the teacher meets the progression criteria. The Principal may consult the teacher's appraising manager as appropriate when considering the evidence.

The outcome of the determination will be communicated to the teacher in writing, within 10 days of submission of the application or at the end of the Academy's appraisal period, whichever is later.

Where a decision is made for progression to the upper pay range, the Principal will arrange for the teacher to receive payment on the minimum of the Upper Pay Range back dated to 1st September. The teacher will receive a revised salary statement.

Feedback for unsuccessful teachers will have a developmental focus, stating specifically which criteria were met and which were not met and confirming the right of appeal.

Any appeal against a decision not to progress the teacher to the upper pay range will be heard under the Academy Pay Appeals Procedure (section 22)

Step by Step: Application for progression to the Upper Pay Range

Preparation for progression application	<ul style="list-style-type: none"> ➤ Teacher indicates aspiration to progress to Upper Range to their Appraiser ➤ The check eligibility for progression (i.e. they are on pay point M5 or M6 (Accomplished Teacher Pay Range). ➤ The teachers discusses with their Appraiser to what extend the teacher meets the progression criteria and what evidence is needed to demonstrate that they meet the criteria. ➤ Objectives are set that will assist in providing evidence for progression.
Application is made before 10 th of September	<ul style="list-style-type: none"> ➤ The teacher writes to the Principal by 10th September requesting progression to the Upper Range and providing evidence (taken from Appraisal records) of how they meet the progression criteria. ➤ Principal considers the application and evidence for progression. The Principal may seek evidence from the Appraiser to inform the decision. ➤ An assessment will be made within 10 working days of receipt of the application or by the end of the appraisal review period, whichever is later.
Communicating the Decision	<ul style="list-style-type: none"> ➤ The Principal writes to the teacher advising him/her of the decision. ➤ The Appraiser/line manager is notified of the decision. ➤ Where decision is made for progression, pay is backdated to 1st September. ➤ Where the Principal determines that teacher's performance does not meet the progression criteria, the teacher will be provided with written reasons for the decision and guidance on what needs to change in order to meet the criteria. ➤ The teacher will be provided with supportive oral feedback. ➤ They will be advised of their Right of Appeal.
Pay	<ul style="list-style-type: none"> ➤ Where a decision is made for progression to the Upper Pay Range, pay will be backdated to 1st September.
Support for a teacher where progression is not granted	<ul style="list-style-type: none"> ➤ The Principal will provide supportive and developmental feedback. ➤ Within the Appraisal Cycle, the Appraiser and teacher consider what steps need to be taken to achieve progression in the future. ➤ They consider further development and support needs and how these will be met. ➤ They will discuss what evidence needs to be provided to enable the teacher to re-apply before 10th September the following academic year.
Right of Appeal	<ul style="list-style-type: none"> ➤ The Teacher has the right of Appeal with respect to a decision not to grant progression. ➤ Appeals should be made to Clerk to Academy Council within 5 days of receiving the outcome in writing. ➤ The Appeal Hearing will be arranged in accordance with section 22 of this Policy.

9.7 Progression within Upper Pay Range (Expert Teacher)

To progress within the Upper Pay Range, the teacher will sustain a level of excellence in teaching. The teacher will contribute in a sustained and substantial way to the life of the Academy taking a leading role in the curriculum and other meetings, CPD, supporting and coaching other teachers. They will continually broaden and deepen their knowledge and expertise.

Pay progression within the Upper Pay Range is not automatic and will usually be based on two successful appraisal reviews.

10. Teaching and Learning Responsibility Payments

10.1 TLR1 and TLR2

Teaching and Learning responsibility payments will be awarded to a classroom teacher for undertaking a sustained additional responsibility in the context of the staffing structure for the purpose of ensuring the continued delivery of high quality teaching and learning for which the teacher is made accountable. The payment will be a TLR 1 or TLR 2 in accordance with the level of responsibility within the post.

The responsibility within the post should be:

- 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
- Have 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
- Teachers in receipt of a TLR1 will have significant line management responsibilities

TLR values in Woodard Academies Trust are as follows:

TLR2a	£2,561
TLR2b	£4,410
TLR2c	£6,259
TLR1a	£7,397
TLR1b	£9,104
TLR1c	£10,787
TLR1d	£12,517

10.2 TLR Payments for Fixed Term Projects (TLR3)

Criteria:

A fixed term TLR3 may be awarded to a classroom teacher for clearly time-limited school improvement projects, or one-off externally driven responsibilities.

The fixed term project or responsibility must meet the following criteria and be a responsibility that is not required of all classroom teachers. It should be:

- a. focused on teaching and learning
- b. require the exercise of a teacher's professional skills and judgement
- c. have an impact on the educational progress of pupils other than the teacher's assigned classes or groups of pupils

The decision to make a TLR3 payment rests with the Academy Principal.

Before the project or the time limited responsibility commences, the objectives, deliverables and duration of the responsibility will be established with the teacher and this will be confirmed in writing.

Eligibility:

Although a teacher cannot hold a TLR1 and a TLR2 payment, a classroom teacher who holds a TLR1 or a TLR2 payment may be eligible for a fixed term TLR3 payment if they take on an additional responsibility in accordance with the above criteria.

A classroom teacher without a TLR1 or TLR2 payment may also be eligible for a fixed term TLR3 payment in accordance with the criteria for a TLR3 payment.

- The annual value of a TLR3 will be not less than £505 and not more than £2,525.
- The duration of the fixed term TLR3 payment must be established at the outset (e.g. for 3 months) and payment should be made on a monthly basis for the duration of the fixed term.
- Where a TLR3 payment is awarded to a part-time teacher it should not be paid on a pro-rata basis, in accordance with STCPD paragraph 37.1.

11 Recruitment and Retention Incentives and Benefits

In order to attract and retain high quality staff within the Academies and to address the particular local recruitment pressures that may occur for teachers in some subjects, Woodard Academies Trust delegates to Academy Principals the opportunity to offer teachers a Recruitment Incentive at the time of appointment, or a Retention Incentive.

11.1 Recruitment and Retention Incentives

The value of the incentive and the duration of the incentive will be determined at the outset. Incentives will be reviewed on an annual basis after which they may be withdrawn. The value of an incentive payment may not exceed £6,000 per annum.

The criteria for an award of a Recruitment and Retention Incentive are as follows:

- Difficulty in recruiting a teacher in a shortage subject
- Difficulty in recruiting teacher in an Academy in exceptionally challenging circumstances
- Difficulty in recruiting a teacher in a locality where house prices and rented accommodation is higher than average for the region
- Difficulty in retaining a teacher in a shortage subject
- Difficulty in retaining a teacher in an Academy in exceptionally challenging circumstances
- Difficulty in retaining a teacher in a locality where house prices and rented accommodation is higher than average for the region

Woodard Academies Trust will review the use of Recruitment and Retention Incentives across the Academies on an annual basis and will review the maximum value.

11.2 Future Woodard Academies Trust Benefits

Woodard Academies Trust proposes, in the longer term, to make available a range of benefits to staff which will enhance their overall package and contribute to the recruitment and retention of high quality staff. Further work will be undertaken by the Trust to determine what type of benefits staff may value and the feasibility of providing these.

Where the teacher participates in a scheme operated under a salary sacrifice arrangement, a teacher's gross salary may be reduced accordingly for the duration of such participation.

12. Part-time teachers

Teachers employed on an ongoing basis at the Academy but who work less than a full working week are deemed to be part-time. The Principal will give them a written statement detailing their working time obligations and the standard mechanism used to determine their pay, subject to the provisions of the statutory pay and working time arrangements and by comparison with the Academy's timetabled teaching week for a full-time teacher in an equivalent post. The salary and any allowances, except for TLR3 payments, for a part-time teacher must be determined in accordance with the pro rata principal.

13. Short notice/Supply Teachers

Teachers employed on a day-to-day or other short notice basis will be paid 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 based on 1265 hours. They will be paid in accordance with the pay ranges in this policy on a point which reflects their experience and career stage.

14. Teachers on the Leadership Spine

Teachers paid on the Leadership Spine will be subject to the same Appraisal Policy as for teachers. They will be set objectives relevant to their role and the context of the Academy. They will be assessed against the Teacher Standards and Leadership Standards. Pay progression within their individual range will be subject to:

- Continuing to meet all elements of the Teacher Standards
- Meeting the Woodard Leadership Standards
- Achievement of objectives
- Demonstrating a commitment to their professional development and supporting the professional development of others
- The totality of their performance including a sustained and substantial contribution to the life of the Academy as a Senior Leader

Teachers on the Leadership Spine will have an individual range of up to 7 points relevant to the level of the leadership post and the context of the Academy. Progression within the range is subject to meeting all the Teacher Standards and the Woodard Leadership Standards. Where the Leader is engaged in classroom teaching the standard of teaching is consistently good (as per "Expert" teacher on Upper Pay range). They will make a substantial and sustained contribution to the life of the Academy in all areas.

15. Cost of living increase

All salary and allowance ranges for classroom teachers, unqualified teachers, Leading Practitioners and the Leadership Group will be subject to uplift in accordance with any nationally agreed settlement, as agreed by the Board of Trustees.

16. Special Educational Needs Allowance

A SEN allowance that falls within the specified range will be paid to eligible classroom teachers under the STPCD of between £2001 and £3954.

The Principle will determine the value of the allowance by taking account of the Academy's SEN provision and:

- i) Whether any mandatory qualifications are required for the post
- ii) The qualifications of the teacher relevant to the post and
- iii) The relevant demands of the post.

The annual pay statement issued to each teacher will detail the allowances to make clear what the salary is and how it has been arrived at.

17. Unqualified Teachers

Unqualified teachers will be paid in accordance with the Unqualified Teacher's scale in the STPCD. Pay progression on their pay scale will be subject to a successful appraisal review of their performance. Reviews will be deemed to be successful unless significant concerns about standards of performance have been raised in writing with the teacher during the annual appraisal cycle and have not been sufficiently addressed through support provided by the school by the conclusion of the appraisal process.

An additional allowance may be paid to an unqualified teacher where in the context of the Academy staffing structure the teacher has:

- Taken on a sustained additional responsibility which;
 - is focused on teaching and learning; and
 - requires the exercise of a teachers' professional skills and judgment; or
- Qualifications or experience which bring added value to the role being undertaken.

Upon obtaining qualified teacher status (as defined in relevant legislation) an unqualified teacher must be transferred to a salary within the main pay range for teachers. Where the teacher remains in the Academy their new salary must be equal to or higher than the salary originally payable.

18. Acting allowances

Where a teacher is required to act as Principal, Vice Principal or Assistant Head for a period in excess of four weeks, she/he will receive an additional allowance in order that the total pay received is equal to the first point of the range of the post holder. Payments will be backdated to the date on which the teacher assumed those duties. Acting up is understood to be voluntary and arrangements will be reached on a mutual basis.

19. Leading Practitioners

Leading Practitioners are employed in posts that have the primary purpose of modelling and leading improvement of teaching skills.

Where a Woodard Academy includes a Leading Practitioner role in their staffing structure, Leading Practitioners will be paid on a 5 point individual post range for the particular post within an overall range of L1 to L18 of the leadership scale.

Progression within the individual range will be based on:

- Continuing to meet all elements of the Teacher Standards
- Achieving of objectives
- Demonstrating a commitment to their professional development and supporting the professional development of others
- Being able to demonstrate the impact of their work in modelling and leading improvement of teaching skills in other
- The totality of their performance and their contribution to the Academy Improvement priorities (as outlined in the Academy Improvement Plan and support for the ethos of the Academy)

Recommendations for pay progression will be made in the Appraisal report.

Where an Academy has an AST or ET who is not appointed to a Leading Practitioner post, they will be played on the Upper Pay Range and will be eligible for safeguarding if they suffer a drop in salary.

20. Safeguarding

Woodard Academies Trust will operate salary safeguarding arrangements in line with the provisions of the STPCD.

21. Appeals – all teachers (including those on Leadership spine)

Any teacher seeking a reconsideration of a pay decision should first seek to resolve the matter informally through discussion with the decision-maker within 10 working days of the notification of the decision.

Where this is not possible, or the matter is still unresolved, the teacher may follow the formal appeals process by setting out their concerns in writing to the Clerk to the Academy Council within 10 working days of the notification of the decision, or the outcome of the informal discussion.

The Clerk to the Academy Council will arrange for a panel of Academy Councillors, who have no knowledge of the pay determination, to hear the appeal. The appeal hearing should normally be held within 20 working days of the date of the written appeal notification.

The following list, which is not exhaustive, includes the usual reasons for seeking a review of a pay determination.

- Incorrectly applied provision of this policy or the provisions of the STPCD as reflected in this policy
- Failed to take proper account of relevant evidence
- Took account of irrelevant or inaccurate evidence
- Was biased
- Otherwise unlawfully discriminated against the teacher.

The appellant also has the right to see all relevant papers and to be accompanied by a trade union representative or work colleague. If the appellant wishes to submit written evidence as part of his/her appeal then he/she must do so at least 5 working days prior to the appeal hearing.

The Appeals Procedure fulfils the function of the grievance procedure and therefore pay decisions cannot be reopened under the general grievance procedure. The timescale and process for the appeals is as set out in Appendix 1.

22. Monitoring the impact of the Policy

The Trustees and Academy Council will monitor the outcomes and impact of this policy on an annual basis, including trends in progression across specific groups of teachers to assess its effect and the Academies' continued compliance with equalities legislation.

Monitoring information will be shared with recognised unions through the Woodard Joint National Consultative Committee.

As a single employer Woodard Academies Trust HR and Finance Teams will also monitor the impact of this pay policy on an annual basis, including trends in progression across specific groups of teachers to assess its effect and the Trust's compliance with equalities legislation.

Adopted by Board of Trustees	
Review Date	

Appendix 1
Woodard Academies Trust
Pay Appeals Process

1. Arranging the Meeting

The Clerk to the Academy Council will arrange for three members of the Academy Council with no previous knowledge of the matter, to form an Appeals Panel.

The Teacher will be invited to attend an Appeals Hearing at a mutually convenient date and time. The Teacher will be advised that he/she may be accompanied by a work colleague or TU representative.

Every effort will be made to arrange the Appeal Hearing within 20 working days of the submission of the Appeal.

The Teacher will be invited to submit documents in support of their Appeal no later than 5 days in advance of the Hearing. The Management side (Appraisal Reviewer and/or Principal, will be invited to submit documents in support of their decision.

2. Letter of invitation and Documents

The Clerk to the Academy Council will write to the Teacher, inviting him/her to the Hearing, giving 10 working days' notice of the date of the appeal.

The Clerk to the Academy Council will prepare a bundle of documents relevant to the case and these will be circulated to all parties in advance of the hearing.

3. Representation

The teacher will be advised that they may be accompanied at the Hearing by a work colleague or TU representative. If the teacher is a local union representative, they should be represented by a Regional Officer.

4. HR Advice

The Appeal Panel may take advice from a professional HR Adviser who has not had prior knowledge of the case. The Management Respondent may choose to be advised by an HR Adviser.

5. The Hearing

The hearing will be chaired by a member of the Appeal Panel. The Chairman will invite the Appellant to set out their case. The Management Respondent will also be invited to set out their case.

Both parties may present evidence, calling witnesses where necessary and may ask questions of the other party.

The Chairman may ask questions at any time.

Either party may request an adjournment at any point during the hearing.

The Chairman will invite both parties to summarise their case. The Chairman then adjourns the hearing and the Chairman and Panel members consider the evidence and make their decision.

The Teacher and his/her representative are then invited to re-join the meeting in order that the Chairman may communicate the outcome of the hearing.

6. Appeal Hearing Process

The diagram on the next page, sets out the process conducting the Appeal Hearing

7. Outcome

The Appeals Panel may determine to:

- Uphold the Appeal and agree to pay progression in accordance with the provisions of the Pay Policy
- Reject the Appeal
- They may make recommendations to the Management side with respect to the application of the Appraisal Policy and Pay Policy

The decision of the Appeals Panel is final and there is no further right of appeal.

8. Written Decision

The Chairman of the Appeals Panel will write to the Appellant setting out the decision reached by the Appeal Panel and why they came to the decision.

The Teacher should be provided with a written outcome within 5 working days of the Appeal Hearing.

Where a decision is made to uphold an appeal and award pay progression, the Academy must make arrangements to follow the instructions of the Appeal Panel with respect to salary and ensure that any back-pay due is paid.

The teacher will be provided with a revised pay statement.

Process at the Appeal Hearing

Start

The Chair of the appeal panel ensures introductions are made and explains how the appeal hearing will be conducted. The Chair may ask questions at any time.

The Teacher is invited to set out his/her grounds for Appeal. The teacher may bring evidence and/or a witness to support his/her Appeal evidence. The teacher may be accompanied by a TU representative or work colleague

The Appraisal Reviewer and/ or Principal are invited to explain why they reached the decision with respect to pay progression.

Both parties present evidence, calling witnesses where necessary and may ask questions of the other party. The employee will present first as they are appealing the outcome.

The Chair of the Appeals Panel invites both parties to summarise their case. The Appellant should be invited to summarise first, followed by the Management respondent.

The Chair of the appeal panel adjourns the hearing and the panel consider the evidence and makes a decision. The Chair may agree to advise the teacher of the outcome of the Appeal Panel's decision at the end of the Appeal Hearing, after the adjournment. Or the Chairman can decide to communicate the outcome in writing within 5 working days.

Following the decision the Chair of the Panel must write to the teacher setting out the decision of the Appeal Panel and why the Appeals Panel has come to that decision.

The decision of the Appeals Panel is final.

Appendix 2

Teachers Pay Scales 2013

(England and Wales excluding London Area 2013)

Unqualified Teacher Pay scale	
1	£15,976
2	£17,834
3	£19,692
4	£21,550
5	£23,409
6	£25,267
Main Scale	
M1	£21,804
M2	£23,528
M3	£25,420
M4	£27,376
M5	£29,533
M6	£31,868
Upper Pay Scale	
U1	£34,523
U2	£35,802
U3	£37,124

See STPCD 2013 page 73 for pay values for all areas.

Leadership Pay Scales 2013

England and Wales (excluding the London Area)

L1	£37,836
L2	£38,784
L3	£39,752
L4	£40,743
L5	£41,757
L6	£42,803
L7	£43,957
L8	£44,971
L9	£46,094
L10	£47,277
L11	£48,505
L12	£49,622
L13	£50,863
L14	£52,131
L15	£53,429
L16	£54,849
L17	£56,109
L18	£57,520
L19	£58,946
L20	£60,408
L21	£61,901

L22	£63,440
L23	£65,011
L24	£66,623
L25	£68,279
L26	£69,968
L27	£71,701
L28	£73,480
L29	£75,300
L30	£77,174
L31	£70,081
L32	£81,047
L33	£83,061
L34	£85,114
L35	£89,390
L36	£89,390
L37	£91,612
L38	£93,878
L39	£96,166
L40	£98,566
L41	£101,029
L42	£103,560
L43	£106,148

See Part 2 of STPCD 2013 page 8 for Inner London Area, Outer London Area and Fringe Area