



Bacton
Primary School



Cedars Park
Primary School



Mendlesham
Primary School



Stowupland
High School



The John Milton
Sixth Form
AT STOWUPLAND HIGH SCHOOL



JOHN MILTON ACADEMY TRUST

Ambition • Aspiration • Excellence

Pay Policy

JMAT 011

History of Document

Issue No	Author/Owner	Date Written / updated	Reviewed by Trust on	Comments
001	CEO / HR Manager	Nov 2018	14-Dec-2018	to be reviewed annually
002	HR Manager	April 2019	16-May-19	update: new support staff pay scales
003	CEO /HR Manager	Nov 2019	22-Nov-19	update: new teacher pay scale and allowances
004	CEO /HR Manager	Dec 2019	13-Dec-19	pay scales now in appendix C
005	CEO /HR Manager	Sept 2020	25-Sep-20	update: new support staff pay scale
006	HR Manager	Nov 2020	11-Dec-20	update: new teaching pay scale and all references made to LGBs amended to 'Trust'
007	HR Manager	Dec 2020	11-Dec-20	Trust Board amendment to 1.2, second bullet point: <i>to support the recruitment and retention of a high quality workforce</i>
008	HR Manager	Nov 2021	23-Nov-21	Amendments: 4.1 - ECT induction period; 6.1.2 - TLR3 allocation for COVID catch-up tutoring
009	HR Manager	March 2022	17-Mar-22	update: new support staff pay scale (April 21)
010	HR Manager	Nov 2022	24-Nov-22	update: new support and teaching staff pay scale

This document is reviewed annually by the Trust Board

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CONTENTS PAGE

Item		Page
1	Introduction	3-4
2	Pay Reviews	4
3	Basic Pay Determination on Appointment	4-5
4	Pay Progression Based on Performance	5-6
5	Movement to the Upper Pay Range	6-8
6	Allowances	8-10
7	Other Payments	10
8	Leadership Pay	10-11
9	Part-Time Teachers	11
10	Short Notice / Supply Teachers	11
11	Pay Increases Arising From Changes to the Document	11
12	Monitoring the Impact of the Policy	11
13	Other Policies	11

Appendices		Page
A	Appeals Procedure	12
B	Staff Pay Scales	13-14
C	Appraisal and Progression Timeline	15
D	Template for progression to UPR 2 and 3	please see separate documents
E	Template for progression to UPR 1	
F	Individual school staffing structure	please see separate document
G	Individual school rationale/formula for TLR allocations	

All HR policies and procedures are available from John Milton Academy Trust (JMAT) School Offices, along with the JMAT School Workforce Privacy Notice and Record Retention Policy, which provide specific details in accordance with the GDPR principles.

Pay scales and salary points are correct at time of publishing and any amendments locally or nationally will be notified to all schools.

1. INTRODUCTION

1.1 This policy sets out the framework that John Milton Academy Trust (JMAT) will follow when making decisions on teaching and support staff pay. It has been developed to comply with current legislation and the requirements of the School Teachers' Pay and Conditions Document (STPCD) and current pay arrangements agreed for all support staff. It has been adopted following consultation with staff and the relevant trade unions.

This policy applies to all members of teaching and support staff employed by the John Milton Academy Trust, as well as JMAT central staff. The pay of the Chief Executive Officer is determined by the Trust's Remuneration Committee. For teaching staff, in the event of any conflicting provisions between this policy and the School Teachers Pay and Conditions (STPCD), the STPCD will take precedence.

This policy does not form part of the terms and conditions of employees' employment with the Trust and is not intended to have contractual effect.

The application of all national pay awards for both teaching and support staff is approved by the Trust Board.

The Trust reserves the right to amend or vary this policy (subject to the minimum requirements and provisions in the STPCD) from time to time in force and will notify employees within one month of any such changes taking effect.

1.2 Aims

In adopting this pay policy the aim is to:

- *maximise the quality of teaching and learning at all schools within the Trust so that all learners can make excellent progress*
- *support the recruitment and retention of a high quality workforce*
- *enable all schools to recognise and reward teachers appropriately for their contribution to the School*
- *ensure that decisions on pay are managed in a fair, consistent, just and transparent way*

Pay decisions are made by the Trust. The Trust has authorised the CEO to administer this policy on its behalf and in line with the Scheme of Delegation.

In order to ensure the recruitment of the highest standard of headteachers, the Trust Board retains the right to set an additional percentage payment in addition to the Headteacher pay scale.

1.3 Confidentiality

All involved in this policy are reminded of the importance of confidentiality and must ensure that all information, whether verbal or written, is kept strictly confidential and not passed onto any persons who are not involved in the process. This applies to the monitoring of objectives, the outcome of reviews and any pay awards. Disciplinary action may result from breaches of confidentiality. It may, however, be both sensible and productive for employees to share their objectives with team members where they are required to lead, discuss or initiate particular activities.

1.4 Equal Opportunities

This policy will be applied fairly and consistently to all employees regardless of gender, gender reassignment, race, religion or belief, ethnicity, national origin, age, marital status or civil partnership, disability, sexual orientation, pregnancy or maternity, part-time/fixed-term status or the number of hours worked.

1.5 Support Staff

The employment of all support staff across the Trust is governed by the National Joint Council (NJC) National Agreement on Pay and Conditions of Service, known as the “Green Book”. Incremental progression through support staff pay scales is based on (a) continued high performance in line with job descriptions and (b) successful completion of performance management objectives.

Judgements will be made annually by line-managers/appraisers using the performance management process. Where a member of support staff has completed one full year, from 1 September to the following 31 August and met the above criteria, he/she will be eligible for an increment up to the midpoint bar of their grade, or to the top of their grade if they are already above the bar. Support staff have the same rights of appeal as teaching staff.

Progression through the bar is subject to the Trust determining that there is a need for higher level work in the particular post and the postholder demonstrating that he/she has achieved the competency to work at this highest level.

2. PAY REVIEWS

2.1 Salary Review

The Trust will ensure that each employee’s salary is reviewed annually, with effect from 1 September and that, by the end of the Autumn Term, all staff are given 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 description 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 it was made.

2.2 Safeguarding

Where a pay determination leads or may lead to the start of a period of safeguarding, the Trust will give the required notification as soon as possible and no later than one month after the date of the determination. This may occur in situations such as School Organisation Review, for example.

Please Note:

In line with the Trust’s Recruitment Policy, any post which becomes vacant will lead to a review and a decision made as to whether the post is still required, or whether it should be managed differently.

3. BASIC PAY DETERMINATION ON APPOINTMENT

3.1 Vacancies

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

In making such determinations, the Trust may take into account a range of factors, including, but not limited to:

- the nature of the post
- the level of qualifications, skills and experience required
- experience within a school/educational setting
- the wider school context

3.2 Portability

Although the Trust accepts the broad principle of portability, there should be no assumption that a teacher will be paid at the same rate as they were being paid in a previous school. This is to ensure the equitable treatment of staff within the school. The decision on portability will be made by the Headteacher following due consultation with relevant Trust officers and the CEO.

4. PAY PROGRESSION BASED ON PERFORMANCE

4.1 Appraisal

All staff can expect to receive regular, constructive feedback on their performance and are subject to annual appraisal that recognises their strengths, informs plans for their future development, and helps to enhance their professional practice. The arrangements for appraisal are set out in The Trust's Appraisal Policy (JMAT 010).

Decisions regarding pay progression will be made with reference to the individuals appraisal reviews and the pay recommendations made through moderation involving line managers and senior staff. In the case of ECTs, whose appraisal arrangements are different, pay decisions will be made by means of the statutory induction process. The statutory induction process is two years and ECTs are eligible for incremental progression after the first year.

It may be possible for a 'no progression' determination to be made without automatic recourse to the capability process.

4.2 Evidence Base

To be fair and transparent, assessment of performance will be properly rooted in evidence. All members of teaching staff are required to maintain and update a professional portfolio of evidence to inform appraisal reviews and UPR applications. Support staff are responsible for collating and recording evidence of their own performance.

The evidence used to assess performance will include (but is not limited to):

- Evidence of meeting appraisal objectives (particularly impact evidence);
- Self-assessment and achievement against Teacher Standards;
- Student Progress grids / exam results;
- Lesson observation feedback forms;
- Work scrutinies and classroom audits;
- Homework records;
- Line management discussions;
- Other activities and evidence of contribution to the school or Trust

Fairness in terms of judgements will be ensured by: providing training for all reviewers; ensuring active moderation of reviews and documents by middle and senior managers; providing overall quality assurance by the Headteacher and Deputy Headteacher.

4.3 Recommendations

Moderation of appraisal reviews and documents by line-managers and senior leaders will result in pay recommendations. Final decisions about whether or not to accept a pay recommendation will be made by the Trust, having regard to the Appraisal Review of individual staff and taking into account advice from senior managers and the Headteacher.

Judgements of performance will be made against the extent to which staff have met their individual objectives to the required level, how they have contributed to school priorities and the ethos and culture of the school and, for teaching staff, whether they have fulfilled the Teacher Standards.

4.4 Support Staff

Incremental progression through support staff pay scales is based on:

- (a) Continued high performance in line with job descriptions
- (b) Successful completion of performance management objectives

Progression through the bar is subject to the Trust determining that there is a need for higher level work in the particular post and the postholder demonstrating that he/she has achieved the competency to work at this highest level.

4.5 Main Pay Range (MPR) Criteria

Teachers will be eligible for a pay increment on the main pay range if:

- (a) They meet all their appraisal objectives by the end of the review cycle;
- (b) They are assessed as fully meeting the Teaching Standards (including supporting school policies and the culture and ethos of the school) as reviewed at the end of the review cycle;
- (c) Classroom teaching overall is assessed as at least good as reviewed at the end of the appraisal cycle

4.6 Particular Circumstances

Where an employee is absent due to long term sickness absence at the time of a salary review, decisions will be contingent upon individual circumstances and based on the employee's performance during relevant periods of attendance during the academic year in question.

Where an employee is absent due to maternity leave, decisions will be no less favourable than if the employee had not been absent due to reasons related to maternity.

5. MOVEMENT TO THE UPPER PAY RANGE (UPR)

5.1 Applications and Evidence

Upon completion of the MPR 6 year, any qualified teacher may apply to be paid on the upper pay range and any such application must be assessed in line with this policy. **It is the responsibility of the teacher to decide whether or not they wish to apply to be paid on the upper pay range.**

Applications should be made at the start of the academic year, with a deadline of September 30th.

If a teacher is simultaneously employed at another school (or other schools), they may submit separate applications if they wish to apply to be paid on the upper pay range in that school or schools. Each school will not be bound by any pay decision made by another school.

All applications should be submitted using the JMAT template. Applications must contain evidence for the previous three years (including evidence from previous schools where appropriate) and should be presented in such a way that the evidence to support the criteria outlined in 5.2 is clearly signposted.

The UPR application should be submitted, together with the professional portfolio containing evidence against UPR requirements.

5.2 The Assessment

An application from a qualified teacher will be successful where the Trust is satisfied that:

- (a) the teacher is highly competent in all elements of the relevant standards; and
- (b) the teacher's achievements are substantial and sustained
- (c) the teacher's contribution to the school is substantial and sustained

For the purposes of this pay policy:

- **'highly competent'** means:
 - *Performance against all Teachers' Standards is highly competent and this includes a record of good teaching with some that is outstanding;*
 - *performance which is good enough to provide coaching and mentoring to other teachers such as giving them advice and demonstrating to them effective practice and how to make a wider contribution to the work of the school, in order to help them meet the relevant standards and develop their own teaching;*
- **'substantial'** means
 - *of real importance, validity or value to the school; playing a critical role in the life of the school; providing a role model for teaching and learning;*
 - *make a distinctive contribution to the raising of standards;*
 - *taking advantage of appropriate opportunities for professional development and using the outcomes effectively to improve pupils' learning*
 - *providing a professional role-model*
- **'sustained'** means maintained continuously over **three** school years.

The application will be assessed by the Headteacher and relevant senior line-manager where relevant. A recommendation will be made to the Trust for the final determination.

5.3 Processes and Procedures

The assessment for UPR will be made within 20 working days and the outcomes will be communicated in writing no later than the end of the Autumn Term.

If successful, applicants will move to the upper pay range from 1 September **of the year** in which the application is approved. It is anticipated that, where UPR criteria continue to be met and developed, staff will progress incrementally through the upper pay range.

If the UPR application is unsuccessful, feedback will be provided by the teacher's senior line manager within 10 working days of the decision. That feedback will detail why progression was not approved and what needs to be done in order to make a future application successful

Any appeal against a decision not to move the teacher to the upper pay range will be heard under the Appeal arrangements set out in Appendix A.

5.4 Progression and Pay Increments

5.4.1 Progression

In order to achieve progression on the Upper Pay Range (UPR), teachers must maintain highly competent performance against all Teachers' Standards and ensure that their contribution to the school is substantial and sustained.

It is the responsibility of the teacher to decide whether or not they wish to apply to be paid on the upper pay range.

Unless there are exceptional circumstances, progression on the UPR will be based on two successful consecutive appraisals. In order to ensure that achievements have been substantial and sustained, the appraisals of post-threshold teachers will need to assess:

- Continued highly competent performance against all Teachers' Standards (including the achievement and progress of students)
- Professional growth by developing teaching expertise post-threshold;

In addition, UPR 3 teachers will be expected to provide evidence of:

- playing a critical role in the life of the school
- providing a role model for learning and teaching
- making a distinctive contribution to raising standards
- contributing effectively to the work of the wider team
- taking advantage of appropriate opportunities for professional development and using the outcomes effectively to improve pupils' learning.

Applications should be made using the JMAT template for UPR 2 or UPR 3, together with the professional portfolio containing evidence against UPR 3 requirements (see appendix F).

6. ALLOWANCES

6.1 Teaching and Learning Responsibility Payments (TLRs)

6.1.1 TLR1s and TLR2s will be awarded to posts identified in the School's attached staffing structure (located at Appendix F).

The values of the TLRs to be awarded are as notified by the School from time to time and will be calculated on a range of factors, applied as equally as possible to each post.

To qualify for a TLR payment the Trust must be satisfied that the teacher's duties include a significant responsibility that is not required of all classroom teachers and is:

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

A teacher may not hold more than one TLR of any value, but a TLR could be based on a job description that itemises several different areas of significant responsibility.

In addition, before awarding a TLR1 payment, the Trust must be satisfied that the significant responsibility defined above includes line management responsibility for a significant number of people.

Please see Appendix C for TLR Payments for the current year:

6.1.2 TLR3s are awarded on a fixed term basis for clear time-limited school improvement projects, or one-off externally driven responsibilities. The duration of the fixed term will be

established at the outset and payment will be made on a monthly basis for the duration of the fixed term.

The Headteacher in consultation with the Trust will determine what projects should attract a TLR allowance and the value of those allowances having regard to the context, nature and complexity of the responsibility.

The Headteacher will invite teachers to express written interest in relevant projects and will allocate TLR3s on the basis of an interview.

In determining the value of TLR3 payments, due regard will be given to ensuring consistency, fairness, transparency and value for money.

Where a TLR3 is awarded, written notification will be given to the teacher of:

- a) the nature of the responsibility
- b) the level of payment
- c) the dates on which the allowance will begin and end

The TLR3 allowance is also a mechanism for paying MPR and UPR teachers for tutoring work (relating to catch-up support to pupils on learning lost to the pandemic) that is undertaken during normal school hours.

6.1.3 TLRs for Part Time Teachers: A TLR is a payment integral to a post in the School's staffing structure and therefore may only be held by two or more people when job sharing that post. TLRs awarded to part-time teachers must be paid pro-rata at the same proportion as the teacher's part-time contract. The pro-rata principle does not apply to TLR3s.

6.2 Special Educational Needs Allowances

An SEN Allowance will be awarded to a classroom teacher in the circumstances below. This allowance does not apply to the SEND Co-ordinator. Where the SENDCo is not on the Leadership scale they will receive an appropriate TLR.

The Trust must award a SEN allowance¹ to a classroom teacher:

- (a) In any SEN post that requires a mandatory SEN qualification and involves exclusive teaching of pupils with SEN;
- (b) In a special school;
- (c) Who teaches pupils in one or more designated special classes or units in a School, or in the case of an unattached teacher, in a local authority unit or service;
- (d) In any non-designated setting (including any short stay school in England) that is similar 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 a teacher's professional skills and judgement in the teaching of children with special educational 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 or unit within the school or, in the case of an unattached teacher, the unit or service.

Where a SEN allowance is to be paid, the Trust must determine the spot value of the allowance, taking into account the structure of the School's SEN provision and the following factors:

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

¹ The Trust will comply with the SEN allowance range detailed in the STPCD.

6.3 Unqualified teachers' allowance

The Trust may pay an unqualified teachers' allowance to unqualified teachers when the Trust considers their basic salary does not reflect their responsibilities, qualifications and experience.

Such an allowance may be awarded where the teacher has taken on a sustained additional responsibility which is:

- (a) focused on teaching and learning; and
- (b) requires the exercise of a teacher's professional skills and judgement; or
- (c) Qualifications or experience which bring added value to the role undertaken.

The Trust will pay an unqualified teacher on one of the employment based routes into teaching on the qualified/unqualified teachers' scale.

7. OTHER PAYMENTS

7.1 Continuing Professional Development

The Trust will not exercise its discretion to pay staff for CPD activities.

7.2 Initial Teacher Training Activities (ITT)

The Trust will not exercise its discretion to pay staff for ITT activities

7.3 Out of School Learning Activities

The Trust will not exercise its discretion to pay staff for Out of School Learning activities. Designated revision sessions during school closure periods may, however, be rewarded via the completion of additional hours claims.

7.4 Recruitment and Retention Incentives and Benefits

The Trust will consider making Recruitment and Retention benefits when:

- There are known teacher shortages in particular subjects;
- There have been a minimum of two unsuccessful attempts to recruit to a particular post;
- There are other circumstances which the Trust regard as compelling.

All Recruitment and Retention benefits are for 12 months only and are reviewed annually.

8. LEADERSHIP PAY

All staff on the Leadership scale must:

- (a) Provide sustained high quality of performance;
- (b) Demonstrate the above with particular regard to leadership, management and student progress at the School; and
- (c) Undergo an Appraisal Review of performance against performance objectives before any performance points will be awarded.

The Leadership pay progression criteria will apply.

8.1 Headteacher / Executive Headteacher

The Executive Headteacher's / Headteacher's Appraisal will be undertaken by the CEO and a School Improvement Partner. The CEO will take note of recommendations made and the final decision will be made by the CEO.

Annual pay progression within the range for this post is not automatic. Progression (if any) along the postholder's pay grade will depend upon performance in relation to agreed objectives.

It is not permissible (under the STPCD and as amended from time to time in force) for the postholder to receive an increase in spinal point outside of the previous year's Individual School Range (ISR), unless the additional point (or more) is required for them to be placed on the minimum point of the new range.

The Board has the discretion to award an additional percentage payment for exceptional performance and recruitment and retention.

The Board has the discretion to award an honorarium payment. In particular circumstances this can be used in relation to other staff. Such circumstances must be agreed with the HR Manager and CEO.

8.2 All other staff of the Leadership Pay Scale

Annual pay progression within the range for these posts is not automatic. Progression (if any) along the appropriate pay grade will depend upon performance in relation to agreed objectives.

Progression will be assessed by the Headteacher and a recommendation will be made to the Trust for the final determination.

A change to the pay grade can be recommended by the Trust at any time in order to attract or retain an individual on the Leadership Pay scale or when there have been significant changes in the responsibilities of the serving postholder.

9 PART-TIME TEACHERS

Teachers employed on an on-going basis at any Trust school, but who work less than a full working week are deemed to be part-time. The School 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 School's timetabled teaching week for a full-time teacher in an equivalent post.

10 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.

11 PAY INCREASES ARISING FROM CHANGES TO THE DOCUMENT

All teachers are paid in accordance with the statutory provisions of the Document as updated from time to time.

12 MONITORING THE IMPACT OF THE POLICY

The Trust will monitor the outcomes and impact of this policy annually, including trends in progression to assess its effect and the Schools' continued compliance with equalities legislation.

13 OTHER POLICIES

JMAT 010 Appraisal Policy
 JMATA 012 Capability Policy

Appendix A

Appeals Procedure

1. PRINCIPLES

- 1.1 An employee may request a review of his/her pay determination. A member of staff who wishes to appeal a determination in relation to his/her pay must comply with the procedure under this Policy. The matter should not be raised or dealt with under the Trust's Grievance Policy. The reasons for seeking a review may include, but are not limited to, the person or Committee who made the decision having:
- (a) incorrectly applied any provision of the pay policy;
 - (b) failed to have proper regard for statutory guidance;
 - (c) failed to take proper account of relevant evidence;
 - (d) taken account of irrelevant or inaccurate evidence;
 - (e) being biased; or
 - (f) unlawfully discriminated against the individual.
- 1.2 The individual will receive written confirmation of the pay determination and where applicable the basis on which the decision was made. If the individual is not satisfied, he/she should seek to resolve this by raising the matter informally with the Headteacher/ line manager within ten working days of the decision. If the Headteacher/ line manager considers it necessary then a meeting will be arranged without unreasonable delay.
- 1.3 If the individual is not satisfied with the outcome of the informal discussion with the Headteacher/ line manager then he/she may follow the formal appeal process.

2. FORMAL APPEAL PROCESS

- 2.1 The individual will provide in writing the specific grounds for questioning the pay decision together with evidence which s/he considers should be taken into account. The individual will send his/her appeal letter to the person or committee who made the determination within ten working days of the pay determination or the informal discussion with the Headteacher/ line manager.
- 2.2 A Trust committee, who were not party to the original decision, will hear the appeal.
- 2.3 The appeal hearing should be held without unreasonable delay following receipt of the letter of appeal being received by the Clerk to the Trust.
- 2.4 The Appeal Committee may invite the Headteacher/ line manager to the hearing and he/she will provide the meeting with any relevant information. No specific information concerning the remuneration of other members of staff shall be given in the presence of the individual for whom the appeal is being heard. Where the Appeal Committee requests such pay information from the Headteacher/ line manager, it will be conveyed confidentially to them alone. The individual may ask questions of the Headteacher/ line manager.
- 2.5 The individual will be given the opportunity to make representations in person and may be accompanied by a work colleague or Union Representative if they wish.
- 2.6 The decision of the appeal hearing will be given in writing to the individual, with a copy to the Headteacher/ line manager. This letter should explain the reasons for the decision.
- 2.7 The decision of the Appeal Committee is final.

Appendix B:

Staff Pay Ranges 2022-23

Support Staff Pay scales:

Grade		SCP	April 2022
Grade 1 (below bar)	Grade 2 (below bar)	1	£20,258
		2	£20,441
Grade 1 (above bar)	Grade 2 (above bar)	3	£20,812
Grade 3 (below bar)		4	£21,189
	Grade 3 (above bar)	Grade 4 (below bar)	5
6			£21,968
Grade 3 (above bar)	Grade 4 (below bar)	7	£22,369
		8	£22,777
Grade 3 (above bar)	Grade 4 (below bar)	9	£23,194
		10	£23,620
Grade 3 (above bar)	Grade 4 (below bar)	11	£24,054
		12	£24,469
Grade 3 (above bar)	Grade 4 (below bar)	13	£24,948
		14	£25,409
Grade 3 (above bar)	Grade 4 (below bar)	15	£25,878
		16	£26,357
Grade 3 (above bar)	Grade 4 (below bar)	17	£26,845
		18	£27,344
Grade 3 (above bar)	Grade 4 (below bar)	19	£27,852
		20	£28,371
Grade 3 (above bar)	Grade 4 (below bar)	21	£28,900
		22	£29,439
Grade 3 (above bar)	Grade 4 (below bar)	23	£30,151
		24	£31,099
Grade 3 (above bar)	Grade 4 (below bar)	25	£32,020
Grade			
Grade 5 (above bar)		26	£32,909
		27	£33,820
Grade 5 (above bar)		28	£34,723
		29	£35,411
Grade 5 (above bar)	Grade 6 (below bar)	30	£36,298
		31	£37,261
Grade 5 (above bar)	Grade 6 (below bar)	32	£38,296
		33	£39,493
Grade 5 (above bar)	Grade 6 (below bar)	34	£40,478
		35	£41,469
Grade 5 (above bar)	Grade 6 (below bar)	36	£42,503
		37	£43,516
Grade 5 (above bar)	Grade 6 (below bar)	38	£44,539
		39	£45,495
Grade 5 (above bar)	Grade 6 (below bar)	40	£46,549
		41	£47,573
Grade 5 (above bar)	Grade 6 (below bar)	42	£48,587
		43	£49,590
Grade 5 (above bar)	Grade 6 (below bar)	44	£50,608
		45	£51,627
Grade 5 (above bar)	Grade 6 (below bar)	46	£52,628
		47	£53,704
Grade 5 (above bar)	Grade 6 (below bar)	48	£54,729
		49	£55,903
Grade 5 (above bar)	Grade 6 (below bar)	50	£57,002
		51	£58,095
Grade 5 (above bar)	Grade 6 (below bar)	52	£59,191

Unqualified Teacher Pay Scale:

Grade	Sept 2022
Min 1	£19,340
2	£21,559
3	£23,777

Grade	Sept 2022
4	£25,733
5	£27,954
Max 6	£30,172

Teaching Pay scales:

MPR	Sept 2022
MPR 1	£28,000
MPR 2	£29,800
MPR 3	£31,750
MPR 4	£33,850
MPR 5	£35,990
MPR 6	£38,810

UPR	Sept 2022
UPR 1	£40,625
UPR 2	£42,131
UPR 3	£43,685

Allowances	Sept 2022
TLR 1b	£10,989
TLR 1a	£8,706
TLR 2ca	£7,368
TLR 2c	£7,032
TLR 2bc	£6,030
TLR 2b	£5,024
TLR 2ab	£4,020
TLR 2a	£3,017
TLR 3 for a time-related project	£600 - £2,975
SEN allowance	£2,384 - £4,703

Leadership Pay scales:

SPINE POINT	Sept 2022
L1	£44,305
L2	£45,414
L3	£46,548
L4	£47,706
L5	£48,895
L6	£50,122
L7	£51,470
L8	£52,659
L9	£53,973
L10	£55,360
L11	£56,796
L12	£58,105
L13	£59,558
L14	£61,042

SPINE POINT	Sept 2022
L15	£62,561
L16	£64,225
L17	£65,699
L18	£67,351
L19	£69,022
L20	£70,733
L21	£72,483
L22	£74,283
L23	£76,122
L24	£78,010
L25	£79,949
L26	£81,927
L27	£83,956
L28	£86,040

SPINE POINT	Sept 2022
L29	£88,170
L30	£90,365
L31	£92,597
L32	£94,898
L33	£97,256
L34	£99,660
L35	£102,137
L36	£104,666
L37	£107,267
L38	£109,922
L39	£112,601
L40	£115,410
L41	£118,293
L42	£121,258
L43	£123,057

Appendix C

Appraisal and Progression Timeline

Date	Actions	Supporting Documents
June - September	<ul style="list-style-type: none"> ● Teaching staff to collate and update professional portfolios against Teacher Standards and ensure that evidence can be presented clearly. ● Support staff to collate evidence of their own performance and successful completion of performance management targets. ● Discussion of Final Review and new objectives in light of Trust / school / subject improvement plans, estimated results and any other relevant factors. ● Final Review /Setting Appraisal Objectives for current academic year 	<ul style="list-style-type: none"> ● Teacher Appraisal Template ● Support Staff Appraisal Template
30th September	<ul style="list-style-type: none"> ● Deadline for all Appraisal Reviews to be completed and recommendations submitted to Headteacher ● Deadline for all UPR applications to be submitted to Headteacher 	<ul style="list-style-type: none"> ● UPR Progression Application Form (UPR 1) ● UPR Progression Application Form (UPR2 and UPR3)
October	<ul style="list-style-type: none"> ● Submit all recommendations to Trust via spreadsheet on Drive by the end of the first week of October ● Learning & Performance Committee to consider and decide on recommendations 	<ul style="list-style-type: none"> ● Appraisal & Performance Management folder
31st October (if possible)	<ul style="list-style-type: none"> ● All staff notified of progression decisions. 	
November	<ul style="list-style-type: none"> ● Feedback for unsuccessful UPR applications or progression ● Appeals against pay decisions to be submitted and heard ● Any changes to payroll made and backdated to 1st September 	
by 31st December	<ul style="list-style-type: none"> ● Pay statements for all staff to be issued by the end of Autumn Term ● Final date for Leadership Appraisal (including the Headteacher) 	<ul style="list-style-type: none"> ● Pay statements
January	<ul style="list-style-type: none"> ● Time allocated for reflection and to collate evidence / update professional portfolios (PD Day or other) ● Learning & Performance Committee to consider and decide on recommendations for Leadership roles 	
February - March	<ul style="list-style-type: none"> ● Mid-Year Reviews to be completed for all staff 	

Appendix D: Template for Progression to UPR2 and UPR 3 (available as separate document)

Appendix E: Template for Progression to UPR1 (available as separate document)

Appendix F: Individual school staffing structure (available as separate document)

Appendix G: Individual school rationale/formula for TLR allocations (available as separate document)