



The Bishop Konstant Catholic Academy Trust

Learning Communities, Inspired by Faith

Trust Teacher Pay Policy 2022/23



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All policies are written in line with our ethos:

With Jesus Christ at the centre of the life of the Trust, we seek to provide learning communities offering the highest possible standards of education. We are committed to working in partnership and trust for the common good. We strive to encourage and empower children and young people to recognise and realise their God-given potential and to discern their vocation in life. As learning communities inspired by faith, we celebrate achievement, offering each other challenge and support, as together we follow Christ in self-giving love and service.



Contents

	Page
<u>Part 1 – The Policy - Teachers</u>	
1.1 Introduction	4
1.2 Framework	4
1.3 Aims	4
1.4 Consultation	5
1.5 Equalities and Performance Related Pay	5
1.6 Decision Making	6
1.7 Pay Reviews	6
1.8 Pay Committee (or equivalent)	7
1.9 Pay Appeals	7
1.10 Salary Safeguarding	9
<u>Part 2 – Use of Discretion in Basic Pay Determination for Teaching Staff</u>	
2.1 Pay Range for Executive Headteachers and Headteachers	9
2.1.1 Existing Executive Headteacher and Headteachers 1 st September 2022	9
2.1.2 Pay on Appointment form 1 st September 2022	9
2.2 Pay Range for Head of School, Deputy, Assistant and Associate Assistant Headteachers	10
2.2.1 Existing Head of School, Deputy, Assistant and Associate Assistant Headteachers 1 st September 2022	10
2.2.2 Pay on Appointment from 1 st September 2022	10
2.3 Pay Range for Leading Practitioner Posts	11
2.4 Pay on Appointment for Classroom Teachers	12
2.5 Existing Main Scale Teachers 1 st September 2022	12
2.6 Upper Pay Range Applications	14
2.7 Existing Upper Pay Scale Teachers 1 st September 2022	14
2.8 Part-time Teachers	15
2.9 Short Notice / Supply Teachers	16
2.10 Unqualified Teachers (Instructors)	16
2.11 Existing Unqualified Teachers 1 st September 2022	17
2.12 Unqualified Teachers' Allowance	18
2.13 Unqualified Teachers on Employment Based Routes into Teaching	18
2.14 Recognition of Qualified Teacher Status (QTS)	18
2.15 Qualified Teacher Learning and Skills Status (QTLS)	18



Pay Progression based on Performance

2.16	Teachers	19
2.17	Executive Headteachers and Headteachers	20
2.18	Head of School, Deputy, Assistant and Associate Assistant Headteachers	20
2.19	Leading Practitioners	21
2.20	Upper Pay Scale Teachers	21

Allowances and other Discretionary Payments

2.21	Teaching and Learning Responsibility Payments (TLRs)	22
2.22	Special Educational Needs (SEN) Allowances	24
2.23	Special Educational Needs (SEN and Teaching and Learning Responsibility Payment Combined	25

Other Payments

2.24	Continuing Professional Development (CPD)	26
2.25	Initial Teacher Training Activities	26
2.26	Out-of-School Learning Activities	26
2.27	Additional Schools Support	27
2.28	Provision of Services by the Headteacher	27
2.29	Recruitment and Retention Incentives and Benefits	27
2.30	Acting Allowances	28
2.31	Honoraria	28

Annexes

Appeal Procedure	30
Roles and Responsibilities	32



Trust Teacher Pay Policy

Part 1 - The Policy - Teachers

1.1 Introduction

The Bishop Konstant Catholic Academy Trust (BKCAT) is a Multi Academy Trust (MAT) founded by, and part of the Catholic Church. The Trust is conducted by the Trust Board, with each academy having an Academy Council as Catholic Schools in accordance with the canon law and teachings of the Catholic Church, and in accordance with the Trust Deed of the Diocese of Leeds. At all times the academies are to serve as a witness to the Catholic faith in Our Lord Jesus Christ, and will endeavour to provide for both pupils and staff an environment in which all individuals are recognised as sons and daughters of God. The Trust Board will therefore seek to ensure that each member of staff is valued and receives proper recognition for their work and contribution to academy life.

Consequently, the Trust Board has adopted this teacher pay policy to provide a clear framework for the exercise of its powers in relation to the pay of individual members of staff. These powers will be exercised to take account of the specific needs of the academy in the light of flexibility inherent in the School Teachers' Pay and Conditions Document (STPCD).

1.2 Framework

To provide a clear framework for the management of pay and grading issues for all teaching staff employed by the Trust.

1.3 Aims

- i) To maintain and improve the quality of education provided for pupils in the academy by having a teacher pay policy and staffing structure which supports the Trust's Mission Statement and Academy Council's current Development Plans;
- ii) To ensure that members of teaching staff receive proper recognition for their work and responsibilities towards achievement of the Mission Statement;
- iii) To ensure fair and open treatment of staff within the academy and to enhance and maintain staff morale through the management of the pay policy and through an awareness of the impact of decisions on all members of staff and on other academies;



- iv) Within the resources available to each Academy Council, to use the flexibilities inherent in the national and local conditions of service for staff in a positive and constructive fashion so as to assist the Trust Board and Academy Councils in the recruitment, appointment and retention of a well-motivated, high quality staff.

In seeking to implement these aims and to apply this policy the Trust Board may take account of necessary advice issued by the LA, the Diocesan Council for Education and the recognised Teachers' Associations and Trade Unions.

1.4 Consultation

The Trust Board and Academy Council staffing committees will consult fully with the Headteachers, members of staff and representatives of their professional associations / unions and will seek advice as required from the LA / Diocese both when drafting amendments to this pay policy and during each annual review of the policy. Every member of staff, Academy Council and Trust Board will be given a copy of the policy. A copy will also be sent to the Diocese.

1.5 Equalities and Performance Related Pay

The Trust Board and Academy Council will ensure that its processes are open, transparent and fair. All decisions will be objectively justified. Adjustments will be made to take account of special circumstances, e.g. maternity / adoption leave or extended long term absence. The exact adjustments will be made on a case by case basis, depending on the individual teacher and the academies circumstances.

The Trust Board is aware that it must not be in breach of the law on these matters and wishes to promote and practice the Gospel values of justice and equity. It has consequently adopted the CES Guidance – Public Sector Equality Duty in England which will be followed in the application of this pay policy.

The Trust Board will, as necessary, carry out an equality impact assessment to determine whether the structures agreed will affect some groups differently to others. The intended outcome of the assessment is that it will reduce likelihood that it discriminates and that, where possible, it promotes equality and fairness.



1.6 Decision Making

All teachers employed at BKCAT are paid in accordance with the statutory provisions of the School Teachers' Pay and Conditions Document. A copy can be found in each academy office and is also on-line at: [School teachers' pay and conditions document 2022 and guidance on school teachers' pay and conditions \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/guidance/school-teachers-pay-and-conditions-2022)

Additional guidance can be found at: [School teachers' pay and conditions - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/school-teachers-pay-and-conditions)

All pay-related decisions are made taking full account of individual academy development plans and staff members and unions have been consulted on this policy. All pay and performance management policy related decisions are taken in compliance with The Employment Rights Act 1996, The Employment Relations Act 1999 and The Employment Act 2008, The Part-Time Workers (Prevention of Less Favourable Treatment) Regulations 2000, The Fixed Term Employees (Prevention of Less Favourable Treatment) Regulation 2002, The Agency Workers Regulation 2010 and The Education (School Teachers' Appraisal) (England) Regulations 2012 and Equality Act 2010.

The mechanism for making these decisions is through the Trust Board for Headteachers and Academy Council Pay Committees (or equivalent) for teaching staff.

1.7 Pay Reviews

Academy Councils will ensure every teacher's salary is reviewed annually between **1st September and no later than 31st October** (except in the case of the Headteacher, where it should be no later than 31st December) Pay awards will apply with effect from 1st September. Every teacher will be given a written statement setting out their salary, any other financial benefits and decisions following any review to which they are entitled by 30th November.

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.

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

Pay determination of Leadership posts will be reviewed for those who have completed a full year of employment since the previous pay determination subject to STPCD paragraph 11.



1.8 Pay Committee (or equivalent)

The Pay Committee (Trust Board Pay and Remuneration committee or each Academy equivalent committee) is established in accordance with the Articles of Association and Trust Scheme of Delegation and has fully delegated powers to determine the pay of all staff working in the Trust and Academy subject to the relevant statutory requirements.

The terms of reference for the Pay Committee are as follows: to reassess annually from September, the salaries of all staff and to delegate to the Headteacher to provide a written statement to staff giving details of that decision. Decisions on the pay of the Headteacher will be provided in writing by the Chair of Board in accordance with the relevant section of the STPCD and Trust Scheme of Delegation.

1.9 Pay Appeals

The arrangements for considering appeals are as follows:

A teacher may seek a review of any recommendation in relation to their pay or any other decision taken by the Academy Council (or Pay Committee or individual acting with delegated authority) that affects their pay.

The usual reasons for seeking a review of a pay determination are that the person or committee by whom the decision was made:

- a) Incorrectly applied the Trust Teacher Pay Policy;
- b) Incorrectly applied any provision of the STPCD;
- c) Failed to have proper regard for statutory guidance;
- d) Failed to take proper account of relevant evidence;
- e) Took account of irrelevant or inaccurate evidence;
- f) Was biased; or
- g) Otherwise unlawfully discriminated against the teacher.

The above list is not exhaustive.

The order of proceedings is as follows:

The staff member receives written confirmation of the pay determination and where applicable the basis on which the decision was made.

Informal Stage



If the teacher is not satisfied, they should seek to resolve this by discussing the matter informally with the appraiser or Headteacher before the recommendation is actioned and a pay decision made.

If the teacher continues to be dissatisfied following a formal pay determination, they may follow a formal appeal process.

Formal Stage

The teacher should set down in writing the grounds for questioning the pay decision (which must relate to the grounds as set out above) and send it to the person (or Pay Committee) who made the determination, within **10 working days** of the notification of the decision being appealed against or of the outcome of the discussion referred to above.

The Pay Committee (or person) who made the determination should provide a formal meeting within **10 working days** of receipt of the written appeal, to consider the appeal and give the teacher an opportunity to make representations in person. Following the formal meeting the employee should be informed in writing of the decision and the right to appeal.

Where the staff member continues to be dissatisfied, they may follow a formal appeal stage.

Appeal Stage

Any appeal should be heard by a panel of three Governors who were not involved in the original determination normally within **20 working days** of the receipt of the written appeal notification. The teacher will be given the opportunity to make representations in person. The decision of the appeal panel will be given in writing, and where the appeal is rejected will include a note of the evidence considered and the reasons for the decision.

The decision is final, there is no further right of appeal and no recourse to the Trust Grievance Resolution Policy and Procedure.

At each stage of this procedure the teacher is entitled to be accompanied by a colleague or trade union representative not acting in a legal capacity. This includes both the formal meeting and appeal meeting stages. Each step and action of this process must be taken without unreasonable delay. The timing and location of the meetings must be reasonable. Appeals should be clerked and a note of proceedings should be produced.

A model procedure to be followed at an Appeal hearing is attached as an Appendix.



1.10 Salary Safeguarding

Where a pay determination leads or may lead to the start of salary safeguarding (pay protection), the Academy Council will comply with the relevant provisions of the STPCD and will give the required notification as soon as possible and no later than one month after the determination.

Part 2 - Use of Discretion in Basic Pay Determination

2.1 Pay range for Executive Headteachers and Headteachers

2.1.1 Existing Executive Headteachers and Headteachers appointed before 1st September 2022

The 2022 percentage increase will be applied. There should be no other changes unless responsibilities have significantly changed in line with section 4.2 STPCD and an appropriate process has been carried out by the Pay Committee to address this.

It will be for the Trust and Academy Council to determine in the light of an academy's particular circumstances and context the extent to which any change should be regarded as 'significant'. In doing so, the Trust and Academy Council will want to pay particular attention to the extent to which the change creates new levels of accountability and responsibility for the leadership group member or members.

2.1.2 Pay on Appointment from 1st September 2022

This applies to those who are appointed to an Executive Headteacher or Headteacher post on or after 1st September 2022. The 2022 percentage increase will be applied.

For Headteachers the overall leadership pay range has a minimum and maximum value based on the group size of the individual Academy. The group size of each individual Academy must be decided in accordance with paragraphs 5, 6, 7 & 8 STPCD.

For an Executive Headteacher the overall leadership pay will take into consideration the group size of the Academies within the Executive Headship.

The Trust and Academy Council will decide on a 7 point range for Executive Headteachers and Headteachers in line with benchmarking recommendations.



The Trust will retain a pay structure with reference points that mirrors the previous Leadership scale for the year 2020/21 and will review this as appropriate.

The relevant body has discretion to take account of the additional responsibility and accountability associated with the provision of extended services on their site as part of a local authority local area plan when determining the Pay Range. Executive Headteachers and Headteachers cannot be remunerated for running and managing a freestanding Children's Centre.

In accordance with paragraphs 9.3, 10, 25, 26, 27 STPCD or in limited circumstances (academy causing concern, substantial difficulties in recruiting or retaining a Headteacher, or where the Headteacher is appointed as a temporary head of one or more additional academy) the Trust, in consultation with the individual Academy Council has discretion to make additional payments to the Headteacher, the total of which will be between 1% and 25% of the Headteacher's pay point, and providing that in each case the Trust and Academy Council has not previously taken such reason into account when determining the Pay Range under and earlier STPCD.

2.2 Pay range for Head of School, Deputy Heads, Assistant Headteachers and Associate Assistant Headteachers

2.2.1 Existing Head of School, Deputy, Assistant and Associate Assistant Head teachers 1st September 2022

The 2022 percentage increase will be applied. There should be no other changes unless the academy choose to review leadership pay arrangements.

2.2.2 Pay on Appointment from 1st September 2022

This applies to those who are appointed to a Head of School, Deputy, Assistant and Associate Assistant Headteacher post on or after 1st September 2022. The 2022 percentage increase will be applied.

The pay range for the Head of School, Deputy, Assistant or Associate Headteacher should not overlap the Headteacher pay range except in exceptional circumstances, 9.4 STPCD.

The Trust Board will determine a 5 point Pay Range for Head of School, Deputy, Assistant and Associate Headteachers when they propose to make new appointments or where there is a significant change in the responsibilities of serving Head of School, Deputy, Assistant or Associate Assistant Headteachers.

They may determine the Pay Range as of 1st September, at any time of the year to reflect any



changes in the circumstances or job description that lead to a change in the basis for calculating their pay, or at any time if they consider it necessary to retain a Head of School, Deputy, Assistant or Associate Assistant Headteacher.

2.3 Pay Range for Leading Practitioner Posts

Leading Practitioner as detailed within paragraph 16 STPCD. Leading Practitioner role to include:

- An exemplar of teaching skills;
- Lead the improvement of teaching skills in their academy and the wider community which impact significantly on pupil progress;
- Improve the effectiveness of staff and colleagues, particularly in relation to specific areas;
- Carry out professional responsibilities of a teacher other than a Headteacher, including those responsibilities delegated by the Headteacher;
- Leadership role in developing, implementing, and evaluating policies and practice in their workplace that contribute to academy improvement. This might include:
 - a) Coaching, mentoring and induction of teachers, including trainees and early career teachers;
 - b) Disseminating materials and advising on practice, research and continuing professional development provision;
 - c) Assessment and impact evaluation, including through demonstration lessons and classroom observation;
 - d) Helping teachers who are experiencing difficulties.

They will be required to take this role over the Trust academies.

The Trust should determine the individual post range for leading practitioners, taking account that different teachers in the same Trust may be placed on different individual ranges, in line with paragraph 16 STPCD.

There is no external assessment of skill or competence required.

They may determine the pay range as of 1st September, at any time of the year to reflect any changes in circumstances or job description that lead to a change in the basis for calculating their pay.

Leading Practitioner pay range has a minimum value of £44,523 and a maximum value of £67,685. The range for the Trust will be a 5 point range from point 1 £44,305 to point 5 £48,895 of the Leadership Pay Range.

2.4 Pay on Appointment for Classroom Teachers

Main scale pay range has minimum value of £28,000 and a maximum value of £38,810.

Pay on appointment will have due regard to:

- The requirements of the post;
- Any specialist knowledge required for the post;
- The experience required to undertake the specific duties of the post;
- The wider academy context;
- Relevant experience from overseas.

The Academy Council will consider use of recruitment and retention to secure the candidate of choice (paragraph 2.28 Recruitment and Retention Incentives and Benefits).

Please note that whilst there is no longer automatic portability from school (or academy) to school (or academy) with regards to pay point, the Trust is committed to the principle of pay portability and will apply this principle in practice when making new appointments with the following qualifying exceptions:

Teachers previously on upper pay scale returning after sustained absence and non-active teaching; changes of phase and / or significant reduction in responsibilities. The relevant body will determine salary commensurate with the level of responsibility and expertise required for the appointment. In which case, the teacher may be placed on the highest point of main scale.

The pay range for vacant teaching posts will not be restricted other than the lower limit of main scale and upper limit of upper pay scale.

2.5 Existing Main Scale Teachers 1st September 2022

The Trust will retain a pay structure with 6 points that mirrors the existing Main scale range for the year 2022/23 and will review this as appropriate.

Main scale pay range has a minimum value £28,000 and a maximum value £38,810.

The Trust board will retain a pay structure with 6 points, with STPCD 2020 Advisory Pay Points, within 3 bands:

MAIN A	MAIN B	MAIN C
MPS 1 £28,000	MPS 3 £31,750	MPS 5 £35,990
MPS 2 £29,800	MPS 4 £33,850	MPS 6 £38,810



Annual pay progression is based on successful performance management / appraisal. The Pay Committee (or equivalent) will be advised by the Headteacher in making all such decisions and be able to justify them.

Teachers will need to demonstrate good progress towards appraisal objectives and have shown competence in all elements of Teachers' Standards and Trust Appraisal Career Stage Expectations.

Appraisal reviews will be deemed successful unless significant concerns about standards of performance, which may affect pay progression, have been raised and recorded, in writing, with the teacher during the annual performance / appraisal cycle and have not been sufficiently addressed by the conclusion of that process. A decision may be made not to award pay progression whether or not the teacher is subject to capability proceedings. However, it should be noted that any significant concerns should have been sufficiently addressed through appropriate support provided by the Academy if the review is to be judged unsatisfactory. If following a review the decision is made to withhold a pay point and / or enter capability procedure then this should be confirmed in writing.

Where exceptional performance has been evidenced and verified with two consecutive appraisal reports in one Academy, and have exceeded their appraisal objectives, the Pay Committee (or equivalent) may consider enhanced pay progression, up to a maximum of two points on the main pay scale (e.g. MPS4 could move to MPS6).

Newly Qualified Teachers in their induction period will be awarded pay progression following successful completion of induction. With effect from September 2021, the term Early Career Teacher (ECT) replaced the previous term of Newly Qualified Teacher (NQT). The standard length of the statutory induction has increased from one school year to two school years. These changes do not negatively affect Teachers and do not prevent teachers from being awarded pay progression at the end of their first year of induction. Early Career Teachers (ECT's) will be entitled to automatic pay progression in September 2022 provided they have not been identified as a cause for concern during the ECT statutory induction period and are being managed under the ECT framework.

2.6 Upper Pay Range Applications

All qualified teachers can apply to be Upper Pay scale. The academy will make individual decisions about pay should a teacher work in multiple academies. Teachers should evidence sustained performance at a highly competent level against the Teachers' Standards before making an application to Upper A.



The evidence needed to apply for threshold will be based on the appraisal process consisting of the following:

- Evidence to support they are working at upper scale level i.e. highly competent;
- Evidence to show achievements and contribution are substantial and sustained (as per definitions below);
- Evidence to support wider academy contribution;
- Evidence from recent appraisals (usually 2 consecutive successful ones).

Application is voluntary and a qualified teacher may apply once in any academy year by 31st October. The process for applying to move to Upper Pay Range will make reference to all of the above criteria.

Where a teacher is unsuccessful they will be advised of where they have fallen short of the criteria and given the opportunity to appeal against the decision made (see paragraph 1.9 Pay Appeals).

2.7 Existing Upper Pay Scale Teachers 1st September 2022

Upper scale pay range has a minimum value £40,625 and a maximum value £43,685.

The upper scale falls within two bands, Upper A and Upper B; with two points in Upper A:

UPPER A	UPPER B
UPS 1 £40,625	UPS 3 £43,685
UPS 2 £42,131	

Pay progression will be based on successful performance management / appraisal. The Pay Committee (or equivalent) will be advised by the Headteacher in making all such decisions and be able to justify its decisions. Account will be taken of the provisions in paragraph 15 STPCD.

Teachers will need to demonstrate good progress towards performance management / appraisal objectives and shown to be highly competent in the eight main Teachers' Standards.

The evidence will need to demonstrate that their achievements and contribution to the academy have been substantial and sustained using the following definitions:

Highly competent – performance is assessed as having excellent depth and breadth of knowledge, skill and understanding as detailed in the Teachers' Standards.

Substantial – achievements and contribution to the academy are significant, not just in raising standards of teaching and learning in their own classroom, or with groups of children, but also in



making a significant wider contribution to academy improvement, which impacts on pupil progress and the effectiveness of staff and colleagues.

Sustained – have two consecutive appraisal reports in this academy and have made good progress towards their objectives during this period. Have shown their expertise has grown over the relevant period and is consistently good to outstanding.

Where exceptional performance has been evidenced and the teacher has exceeded their objectives the Academy Council may consider enhanced pay progression up to Upper B.

Sources of evidence and clear criteria can be found in the Trust Teacher Appraisal Policy including Trust Career Stage Expectations.

Appraisals reviews will be deemed successful unless significant concerns about standards of performance, which may affect pay progression, have been raised and recorded, in writing, with the teacher during the annual performance / appraisal cycle and have not been sufficiently addressed by the conclusion of that process. A decision may be made not to award pay progression whether or not the teacher is subject to capability proceedings. However, it should be noted that any significant concerns should have been sufficiently addressed through appropriate support provided by the Academy if the review is to be judged unsatisfactory. If following a review the decision is made to withhold a pay point and / or enter capability procedure then this should be confirmed in writing.

2.8 Part-time Teachers

Teachers employed on an ongoing basis at a academy but who work less than a full working week are deemed to be part-time. The Academy Council 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 by comparison with the schools timetabled teaching week for a full time teacher in an equivalent post.

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

Applications for flexible working for part-time positions may be considered for a position of responsibility such as Head of Department or other position of responsibility according to the needs of the individual Academy.

Part-time teachers' entitlement to PPA time will be a minimum of 10% of their timetabled teaching week.



2.9 Short Notice / Supply Teachers

Teachers employed on a day-to-day or other short notice basis have their pay determined in line with the statutory pay arrangements in the same way as other teachers.

Teachers paid on a daily basis will have their salary paid at their own rate i.e. $1/195$ x annual salary, which includes an element of holiday pay.

Teachers who work less than a full day will be hourly paid at their own rate i.e. $1/1265$ x annual salary, which includes an element of holiday pay. The hours worked will be specified by the Headteacher.

Teachers should be paid for all the hours they are required to be on the academy premises. Consideration should be given to their entitlement to PPA time.

A short notice teacher who is employed by the Trust throughout a period of 12 months beginning in August or September must not be paid more in respect of that period than they would have received had they been in regular employment throughout the period.

2.10 Unqualified Teachers (Instructors)

Minimum value £19,340 and maximum value £30,172.

Upon appointment the starting salary for an unqualified will be determined taking into account the relevant qualifications, skills and experience required for the position and will be in accordance with the following provisions.

An unqualified teacher taking up their first appointment will be paid on point 1 of the Unqualified Pay Range unless eligible for the award of additional point(s):

- The Academy Council may, if necessary, use its discretion to award an additional point(s) on the Pay Range for working in relevant employment outside of teaching but working in a relevant area. This might include industrial or commercial training, time spent working in an occupation relevant to the teacher's work at the academy, and experience with children / young people. This would be subject to the provision of documentary evidence of such experience. Where discretion is applied, one point may be awarded on the Unqualified Pay Range for each period of 3 completed year's relevant experience up to a maximum of two points.

The Academy Council will consider awarding additional point(s) on a case by case basis:



- Up to three points for a recognised qualification relevant to their subject area;
- Three points for a recognised (TDA) overseas teaching qualification;
- Three points for a recognised (TDA) post-16 teaching qualification;
- One point for each period of 3 complete years of service teaching in a City Technology College, independent school, higher education or further education including sixth form colleges, or in countries outside of England and Wales in a school in the maintained sector or the country concerned.

Please note that whilst there is no longer automatic portability from school (or academy) to school (or academy), the Trust is committed to the principle of pay portability and will apply this principle in practice when making new appointments.

2.11 Existing Unqualified Teachers 1st September 2022

Unqualified teachers' pay range has a minimum value £19,340 and a maximum value £30,172.

The Trust will use the reference points below:

UQ1	£19,340
UQ2	£21,559
UQ3	£23,777
UQ4	£25,733
UQ5	£27,954
UQ6	£30,172

The above will be based on successful performance management / appraisal. The Pay Committee (or equivalent) will be advised by the Headteacher in making all such decisions and able to justify its decisions.

Unqualified teachers will need to demonstrate good progress towards performance management / appraisal objectives and have shown competence in all elements of Teachers' Standards and Trust Career Stage Expectations.

Where exceptional performance has been evidenced, the Pay Committee may consider enhanced pay progression, up to a maximum of 2 reference points.

Sources of evidence and clear criteria can be found in the Trust Teacher Appraisal Policy and Trust Career Stage Expectations.

2.12 Unqualified Teachers' Allowance



The Academy Council will consider additional payments in line with paragraph 22 of the STPCD as outlined below:

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

2.13 Unqualified Teachers on Employment Based Routes into Teaching

Unqualified teachers employed on one of the employment based routes into teaching are deemed to be trainees on placements and will be paid at a level to be individually determined by the Academy Council taking into account the minimum salary set by the scheme.

2.14 Recognition of Qualified Teacher Status (QTS)

On obtaining QTS, salary will be transferred from Unqualified to Main Pay scale in line with paragraph 18 STPCD.

2.15 Qualified Teacher Learning and Skills (QTLS) status

From 1st April 2012, further education teachers who have been awarded QTLS by, and are members of, the Society for Education & Training (SET) will be recognised as qualified teachers in schools and academies. This allows them to be appointed to permanent posts and they will be paid on the qualified teacher's pay scale. In order to continue to be recognised as a qualified school teacher, a QTLS holder must maintain their SET membership.

Pay Progression Based on Performance

The Academy Council agrees the annual pay budget and will ensure that appropriate funding is allocated for pay progression at all levels, taking account of paragraph 19 STPCD. The Academy Council recognises that funding cannot be used as a criterion to determine progression.

2.16 Teachers

Teachers will need to have met or be making good progress towards their appraisal objectives, which will include pupil progress and shown that they are competent or highly competent in all elements of the teachers' standards in order to progress up the relevant pay range(s).



Teachers can expect to receive regular, constructive feedback on their performance and are subject to annual performance management / 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 Trust Teacher Appraisal Policy.

Decisions regarding pay progression will be made with reference to the teachers' appraisal reports and the pay recommendations they contain. In the case of ECTs, whose appraisal arrangements are different, pay decisions will be made by means of the statutory induction process.

Teachers' appraisal reports will contain pay recommendations. Final decisions about whether or not to accept a pay recommendation will be made by the relevant body of the Academy Council, having regard to the appraisal report and taking into account advice from the Headteacher.

Appraisals reviews will be deemed successful unless significant concerns about standards of performance, which may affect pay progression, have been raised and recorded, in writing, with the teacher during the annual performance / appraisal cycle and have not been sufficiently addressed by the conclusion of that process. A decision may be made not to award pay progression whether or not the teacher is subject to capability proceedings. However, it should be noted that any significant concerns should have been sufficiently addressed through appropriate support provided by the Academy if the review is to be judged unsatisfactory. If following a review the decision is made to withhold a pay point and / or enter capability procedure then this should be confirmed in writing.

Where a teacher is unsuccessful they will be advised of where they have fallen short of the criteria and given the opportunity to appeal against the decision made.

Further guidance on the minimum standards expected for pay progression are shown in the Trust Career Stage Expectations Document.

Where exceptional performance has been evidenced and verified with two consecutive appraisal reports in one academy, and have exceeded their performance management / appraisal objectives, the Pay Committee (or equivalent) may consider enhanced pay progression, up to a maximum of two points on the main pay scale. (e.g. MPS4 could move to MPS6).

2.17 Executive Headteacher and Headteacher

The Executive Headteacher and Headteacher must demonstrate sustained high quality of performance, with particular regard to leadership, management and pupil progress at the Academy or Academies and will be subject to a review of performance against performance objectives before any performance points will be awarded.



Annual pay progression within the range for these posts is not automatic. The Trust Pay and Remuneration Committee will consider whether to award one or two pay progression points. The circumstances in which two points may be awarded are as follows and must not be taken account of when determining the pay range:

- Exceptional performance
- Exceptional OFSTED report relating to Executive Headteacher and Headteachers' leadership

2.18 Head of School, Deputy, Assistant and Associate Assistant Heads

Head of School, Deputy, Assistant and Associate Assistant Heads must demonstrate sustained high quality of performance in respect of academy leadership and management and pupil progress and will be subject to a review of performance against their performance objectives before any performance points will be awarded.

Annual pay progression within the range for these posts is not automatic. The Academy Council will consider whether to award one or two pay progression points. The circumstances in which two points may be awarded are as follows:

- Exceptional performance
- Exceptional OFSTED report relating to Head of School / Deputy / Assistant and Associate Assistant Head leadership

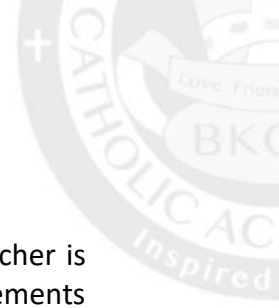
2.19 Leading Practitioners

Leading Practitioners must demonstrate sustained high quality of performance in the light of their agreed performance criteria and will be subject to a review of performance before any performance points will be awarded. Any work undertaken at other academies, in higher education facilities, at facilities of the LA and elsewhere will be taken into account.

Pay progression for Leading Practitioner posts will not be automatic. The Trust will consider whether to award one or two pay progression points following their annual performance review but backdated to 1 September of that year. Two points will only be awarded in exceptional circumstances as agreed by the relevant body.

2.20 Upper Pay Scale Teachers

Annual pay progression within the range for these posts is not automatic.



Movement on the upper pay range will take into account of the evidence that the teacher is highly competent in all elements of the relevant standards; and that the teachers' achievements and contribution to the academy are substantial and sustained.

The definition of "highly competent", "substantial" and "sustained" are given in paragraph 2.7 (Existing Upper Pay Scale Teachers) of this policy.

Progression on UPS must have regard to two successful consecutive appraisals, other than under the exceptional circumstances as set out in the STPCD.

Appraisals reviews will be deemed successful unless significant concerns about standards of performance, which may affect pay progression, have been raised and recorded, in writing, with the teacher during the annual performance / appraisal cycle and have not been sufficiently addressed by the conclusion of that process. A decision may be made not to award pay progression whether or not the teacher is subject to capability proceedings. However, it should be noted that any significant concerns should have been sufficiently addressed through appropriate support provided by the Academy if the review is to be judged unsatisfactory. If following a review the decision is made to withhold a pay point and / or enter capability procedure then this should be confirmed in writing.

Where a teacher is unsuccessful they will be advised of where they have fallen short of the criteria and given the opportunity to appeal against the decision made.

Only in exceptional circumstances will post-threshold teachers be awarded a further point on the upper pay scale more frequently than at two yearly intervals.

Allowances and other Discretionary Payments

2.21 Teaching and Learning Responsibility Payments (TLR's)

TLRs are awarded to the holders of the posts indicated in the individual Academy staffing structure.

The values of the TLRs to be awarded must fall within the following ranges subject to pay awards and are set out below:

TLR1s will be awarded to the following values:

The annual value of a TLR1 is between £8,706 and £14,732

TLR 2s will be awarded to the following values:



The annual value of a TLR 2 is between £3,017 and £7,368

TLR 3s will be awarded to the following values:

The annual value of a TLR 3 is between £600 and £2,975 for a clearly defined period.

Due regard must be taken to differentials between same band TLRs of different values in line with responsibility of the post.

Details of TLRs to be awarded at the academy will depend on the outcome of the review of the staffing structure and the timing of introduction will be in line with the implementation plan.

Criteria and Factors for Award of TLRs

Criterion

A Teaching and Learning Responsibility payment (TLR) may be awarded to a classroom teacher in accordance with paragraph 20 of the STPCD and section 3 of the guidance.

TLR 1 or 2 will be for undertaking a sustained additional responsibility in the context of the academy staffing structure for the purpose of ensuring the continued delivery of high-quality teaching and learning for which the post holder is made accountable. The award may be while the teacher remains in the same post or occupies another post in the temporary absence of the post holder, for example, cover for secondments, maternity and sick leave or vacancies pending permanent appointment.

TLR 3 may be awarded for school improvement projects or one off externally driven responsibilities for a discrete period of time. The Pay Committee (or equivalent) will set out in writing, at the outset, to the teacher, the duration of the fixed term, and the amount to be paid in monthly instalments. TLR 3 payments should not be used to replace or otherwise limit teachers' pay progression on the Main, Upper or Leading Practitioner pay ranges. No safeguarding will apply in relation to TLR 3s.

TLRs may only be awarded in the context of the academy staffing structure and pay policy.

A TLR 1 or 2 is a payment integral to a permanent post in the academy staffing structure and therefore may only be held by two or more people when job-sharing that post. TLR 1 or 2 awarded to part-time teachers **must** be paid pro-rata at the same proportion as the teacher's part-time contract. A TLR 3 payment must be paid in full and **not** on a pro-rata basis to a part-time teacher (Paragraph 41 STPCD).

Factors

Before awarding a TLR, the relevant body must be satisfied that the teacher's duties include a significant responsibility that is not required of all classroom teachers, and that:

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

A teacher may not hold a TLR 1 and a TLR 2 concurrently; however, a TLR could be based on a job description that itemises several different areas of significant responsibility. A teacher in receipt of either a TLR 1 or 2 may also hold a concurrent TLR 3.

Teachers should not be expected to undertake permanent additional TLR responsibilities without payment of a permanent TLR 1 or TLR 2 payment.

Before awarding a TLR 1, the relevant body 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.

If a teacher is given a new post or revised responsibilities, then the Academy Council must determine whether a different TLR (or no TLR) applies to the post, and whether the teacher is entitled to any safeguarded sum if no TLR, or a lower one, applies to the new post / revised responsibilities.

2.22 Special Educational Needs (SEN) Allowances

A SEN allowance of no less than £2,384 and no more than £4,703 per annum is payable to a classroom teacher as set out below:

The Academy Council will award a SEN allowance to a classroom teacher-

- (a) In any SEN post that requires a mandatory SEN qualification (since 1 September 2009 all SENCOs are required to hold the National Award for SEN Co-ordination unless they had been in post for at least 12 months prior to this date);
- (b) In a special school;
- (c) Who teaches pupils in one or more designated special classes or units in a school (or



academy) or, in the case of an unattached teacher, in a local authority unit or service;

(d) In any non-designated setting (including any PRU) that is analogous to a designated special class or unit, where the post –

- Involves a substantial element of working directly with children with special educational needs;
- Requires the exercise of a teacher's professional skills and judgment in the teaching of children with special educational needs; and
- Has a greater level of involvement in the teaching of children with special educational needs than is the normal requirement of teachers throughout the academy or unit within the academy or, in the case of an unattached teacher, the unit or service.

Where a SEN allowance is to be paid, the Academy Council will determine the spot value of the allowance, taking into account the structure of the academy SEN provision and the following factors:

- (a) Whether any mandatory qualifications are required for the post;
- (b) The qualifications or expertise of the teacher relevant to the post; and
- (c) The relative demands of the post.

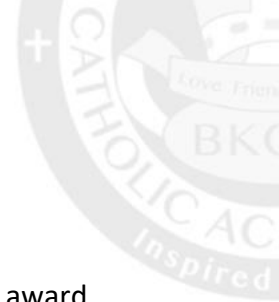
The Academy Council arrangements for rewarding classroom teachers with SEN responsibilities are as follows:

As in a) in any SEN post that requires a mandatory SEN qualification or c) who teaches pupils in one or more designated special classes or units in a academy.

2.23 Special Educational Needs Allowances and Teaching and Learning Responsibility Payments Combined

Special Educational Needs (SEN) allowances may be held at the same time as TLRs. However, relevant bodies should, when reviewing their staff structures and keeping them under review, relevant bodies should:

- Ensure that, in the light of remodelling and the move of administrative tasks from teachers to support staff, holders of discretionary SEN allowances are not carrying out



tasks that would be more appropriately undertaken by support staff;

- consider whether, if teachers have responsibilities that meet the principles for the award of TLR payments it would not be more appropriate to award a TLR payment *instead of* a discretionary SEN allowance of a lower value;
- SEN payments made by the relevant body should not be used for the purposes of recruitment and retention. These are separate provision available within the STPCD for these purposes;
- ensure that any responsibilities are clearly specified in individual teachers' job descriptions, and are clear in the academy published staffing structure.

Other Payments

The Academy Council may make such payments as they see fit (discussed and agreed in advance) to teachers (other than Headteachers) in respect of Paragraph 26 STPCD.

2.24 Continuing Professional Development (CPD)

Teachers (including the Headteacher) who undertake voluntary continuing professional development outside the academy day will be entitled to an additional payment if deemed appropriate by the Pay Committee (or equivalent) and if agreed in advance.

2.25 Initial Teacher Training Activities

Teachers (including the Headteacher) who undertake voluntarily academy-based initial teacher training activities will be entitled to a payment if deemed appropriate by the Pay Committee (or equivalent) and if agreed in advance.

Activities that may attract payment include:

- Supervising and observing teaching practice; giving feedback to students on their performance and acting as professional mentors; and formally assessing students' competences;
- Planning an initial teacher training course.

Teachers who undertake initial teacher training activities which are not seen as part of the ordinary running of the academy will be given separate contracts of employment to cover areas of work that are not part of their substantive teaching job or contract of employment. Areas of work that will attract a payment of a suitable National Joint Committee (NJC) scale, if deemed appropriate by the Pay Committee (or equivalent) and if agreed in advance may include:



- Preparing course materials; undertaking the marketing, finance and administration of the course; and taking responsibility for the well-being and tuition of initial teacher training students.

2.26 Out-of-School Learning Activities

Teachers (including the Headteacher) who agree to provide learning activities outside of the normal academy hours and whose salary range does not take account of such activity will be entitled to an agreed payment sum if deemed appropriate by the Pay Committee (or equivalent) and if agreed in advance.

2.27 Additional Schools Support

The Pay Committee (or equivalent) may make such payments as it sees fit to a teacher in respect of additional responsibilities and activities due to, or in respect of, the provision of services relating to the raising of educational standards to one or more additional academy.

2.28 Provision of Services by the Headteacher

The Trust has discretion to make payment to Headteachers who provide an external service to one or more additional academy, and also to any of the school's teachers whose post acquires additional responsibility as a result of the Head's activities. Payments are not automatic and must take account of paragraphs 10.1 to 10.4, 26 and 65 STPCD.

2.29 Recruitment and Retention Incentives and Benefits

The Academy Council will make such payments to a teacher as it considers necessary as an incentive for the recruitment of new teachers and the retention of existing teachers. These can be made as a lump sum, periodic payment or via other financial assistance as deemed appropriate.

The Pay Committee (or equivalent) must be clear on the reasons for such payments, making it clear at the outset in writing the expected duration and the review date, after which they may be withdrawn.

Payments made under this section may only be made for recruitment and retention purposes, not for carrying out specific responsibilities or to supplement pay for other reasons as per paragraph 27 STPCD.

The Trust and Academy Council will review the level of payment annually.



Executive Headteachers, Headteachers, Head of School, Deputy, Assistant or Associate Headteachers may not be awarded these payments other than as reimbursement of reasonably incurred housing or relocation costs. All other recruitment and retention considerations in relation to a Headteacher will be taken into account when determining the Headteacher' salary range.

Where an Executive Headteacher, Headteacher, Head of School, Deputy, Assistant or Associate Headteacher is in receipt of a recruitment and retention payment, the payment may, subject to review, continue to be made at its existing value until such time as the respective pay range is determined under the provisions set out in 2.1.2 of this policy.

2.30 Acting Allowances

There may be occasions on which the Executive Headteacher, Headteacher, Head of School, Deputy, Assistant or Associate Headteacher is / are absent for a prolonged period. In such an event the appropriate body will consider within four weeks whether the payment of an acting allowance is appropriate, having regard to the redistribution of responsibilities.

Any acting allowance will be payable after the responsibilities of the post holder have been assumed for a period of twenty consecutive working days (uninterrupted by a break of more than five working days). Payment will be backdated to the date on which the responsibilities were assumed.

Where a teacher undertakes the full range of responsibilities of the leadership post, the allowance will normally take the individual to the minimum point on the pay range for the post in which the teacher is acting. The payment shall not, in such circumstances be less than the minimum point on the relevant pay range.

Staff undertaking common duties must be paid the same to maintain pay equality.

2.31 Honoraria

The Trust and Academy Council will not pay any honoraria to any member of the teaching staff for carrying out their professional duties as a teacher.

There is no provision within the STPCD for any payment of honoraria in any circumstances. Any such award to a teacher for their teaching work would be unlawful.



**The Bishop Konstant
Catholic Academy Trust**
Learning Communities, Inspired by Faith



Pay Policy Annexes

Appeal Procedure: Teaching Staff (Trust)

Roles and Responsibilities (Trust)

Statement of Agreement for Part Time Teacher's Working Time (Trust)

Academy Staffing Structure (Individual Academy)

TLR Values (Individual Academy)

**Trust Teacher Appraisal Policy including Trust Career Stage Expectations Main A, B & C;
Upper A & B**



Formal Appeal Procedure: Teaching Staff

1. Before the Meeting

- a) The Complaint shall be heard by a Panel of three Governors / Trustees.
- b) A Human Resources provider will attend to act as Advisor to the Panel.
- c) The complainant will be allowed to be represented by their trade union representative or fellow worker.
- e) Prior to the hearing the written complaint including all witness statements and any other documentation to be used at the hearing should be submitted to HR by the complainant. The deadline for submitting documentation will be **5 working days** prior to the meeting. The Appraiser / Headteacher should submit their written response to the complaint and documentation within the same timescale.
- f) These documents will be issued to the Panel before the meeting. The Panel Members will receive the documentation submitted **by 2 working days prior to the meeting**. Any documents supplied after the date may, or may not be considered by Panel Members on the day of the meeting only.

2. Procedure at the Meeting

- 2.1
 - a) The complainant or representative will state the case detailing the nature of the appeal. Witnesses may be called.
 - b) The Manager / Headteacher will have the opportunity to ask questions of the complainant / representative and any witnesses they have called.
 - c) The Panel Members will have the opportunity to ask questions of the complainant / representative and any witnesses they have called.
 - d) The complainant will have the opportunity to make a statement if their Representative has presented the case.



- 2.2 a) The Manager / Headteacher will be allowed to respond to the complainant and they may call witnesses.
- b) The complainant or representative will have the opportunity to ask questions of the Headteacher and any witnesses which have been called.
- c) The Panel Members will have the opportunity to ask questions of the Manager / Headteacher and any witnesses which have been called.
- 2.3 a) The complainant or representative will have the opportunity to summarise their case, if they so wish.
- b) The Manager / Headteacher will have the opportunity to summarise their case, if they so wish.
- 2.4 The complainant, representative and Manager / Headteacher will withdraw from the Meeting.
- 2.5 The Panel Members, with the HR Advisor, will deliberate in private, only recalling the two parties to clear points of uncertainty on evidence already given. If recall is necessary, both parties will return even if only one is concerned with the point giving rise to doubt.
- 2.6 Both parties will be invited to return to the meeting and the decision will be announced verbally at the conclusion of the meeting by the Chair of the Panel.
- 3. After the Meeting**
- 3.1 The decision, as announced by the Chair, together with reasons will be confirmed in writing to the complainant and the Manager / Headteacher as soon as possible after the meeting.



Roles and Responsibilities

The Exercise of the Trust and Academy Councils' Powers Relating to Pay

BKCAT has overall responsibility for establishing the Trust Teacher Pay Policy and for ensuring that it is followed. It considers and approves the overall pay structure for staff.

The Trust Board delegates' responsibility for drafting and reviewing the Trust Teacher Pay Policy and the academy staffing structure to the Academy Council appropriate committee.

When decisions about the pay of individual members of staff are being made, any committee members who are members of staff will withdraw from the meeting (except the Manager / Headteacher, when the decision does not relate to their salary).

The Academy Council appropriate committee presents its recommendations to the full Trust Board for consideration and approval.

The Trust Board delegates responsibility for implementing the Trust Teacher Pay Policy to each Academy Council.

Determination of pay will be the responsibility of an Academy Council appropriate Pay Committee (or equivalent), which is separate from staffing, personnel or resources committees.

The Committee will report its decisions to the next full Academy Council on a confidential basis. The Academy Council may only refer the decisions back to the Trust Board if it has exceeded its powers under the Trust Teacher Pay Policy or where the budget allocated for pay has been exceeded.

This should be cross referenced with the Trust Scheme of Delegation.

In the case of determining the pay ranges for the Leadership Group the Committee will recommend changes to the full Academy Council for approval.

The Academy Council delegates responsibility for considering appeals against decisions of the Committee to the Appeals Committee.

The Appeals Committee will report its decisions to the next meeting of the full Academy Council on a confidential basis. Appeals Committee are final.



The Trust Board Chair, Vice Chair or representative and panel including the CEO, Chair of Academy Council and external Advisor are responsible for Executive Headteacher and Headteacher appraisal.

The Trust Board and Academy Council members who have been approved to undertake Executive Headteacher or Headteacher appraisal, may not (by law) report its decisions to the full Trust Board or full Academy Council, but must report them to the Chair of Board and, if requested, to that appropriate Sub Committee to assist them in determining the Executive Headteacher / Headteacher's pay.

Further information on the membership, quorum and terms of reference for these committees is available from each Academy.

The Executive Headteacher or Headteacher

The Executive Headteacher or Headteacher advises the appropriate Committee and Sub Committee in the exercise of their duties. This accords with both the Executive Headteachers and Headteacher's statutory and contractual duties.

External Advisor

The External Advisor for the academy will provide the Trust Board and Academy Council with advice and support in relation to the management and review of the performance of the Executive Headteacher or Headteacher.