

SPARKLE MULTI-ACADEMY TRUST



ORCHARDS INFANT AND JUNIOR SCHOOL

POLICY FOR PAY

REVIEWED SEPTEMBER 2026



1. AIMS

This policy aims to:

- Clearly explain how we will determine teachers' pay and clearly explain how decisions will be made based on the teacher's performance
- Set out a clear framework for pay and progression throughout the school

Adopting this policy will:

- Support the recruitment and retention of high quality teachers
- Enable us to recognise and reward teachers for their contribution to the school
- Ensure that pay decisions are made in a fair and transparent way

This policy has been consulted on by staff and relevant trade unions.

2. LEGISLATION AND GUIDANCE

As an academy, we are free to determine our own approach to deciding teachers' pay. However, since all of our staff have a contract that specifically incorporates conditions from the School Teachers Pay and Conditions Document (STPCD), these will continue to apply due to the [Transfer of Undertakings \(Protection of Employment\) \(TUPE\) Regulations 2006](#), which protect employees' terms and conditions when a maintained school becomes an academy.

As such, this policy complies with the [STPCD](#). It is also based on the [model pay policy](#) created by the Department for Education (DfE).

When implementing our pay policy, we will abide by:

- The [Employment Relations Act 1999](#), which establishes a number of statutory work rights
- The [Part-time Workers \(Prevention of Less Favourable Treatment\) Regulations 2000](#) and the [Fixed-Term Employees \(Prevention of Less Favourable Treatment\) Regulations 2002](#), which require us to ensure part-time and fixed-term workers are treated fairly
- The [Equality Act 2010](#) which requires schools to have due regard to the need to eliminate discrimination and advance equality of opportunity and foster good relations between people who share a protected characteristic and those who do not share it
- The [principles of public life](#) which require those conducting the procedures to be objective, open and accountable

Our procedures for addressing grievances in relation to pay are based on the Acas grievance [code of practice and are set out in our staff grievance procedures](#).

3. DEFINITIONS

- **Teacher** includes all staff qualified and appointed to teach at the school. This includes the leadership team and the headteacher, unless otherwise stated
- **Teaching and learning responsibility** is a payment awarded to a classroom teacher for undertaking a sustained additional responsibility, for the purpose of

ensuring the continued delivery of high-quality teaching and learning and for which the teacher is made accountable

- **Main and upper pay ranges** are the ranges on which a classroom teacher's salary will be set
- **Leadership group** comprises the Headteacher and deputy headteachers.

4. ROLES AND RESPONSIBILITIES

Line managers will make recommendations on a teacher's pay following the teacher's appraisal.

Final pay decisions are made by the Headteacher and approved by the governing board.

Responsibility for making pay decisions is delegated to the Headteacher

5. HOW WE WILL DECIDE PAY ON APPOINTMENT

The governing board will determine 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.

To determine the salary, the governing board will take into account a range of factors, including:

- The nature of the post
- The level of qualifications, skills and experience required
- Market conditions
- The wider school context

There is no assumption that a teacher will be paid at the same rate as they were being paid in a previous school.

6. HOW WE WILL DECIDE ON PAY PROGRESSION

6.1 Annual reviews

The governing board will ensure that each teacher's salary is reviewed annually between 1 September and 31 October, in alignment with our annual appraisal period.

Pay progression will be decided based on their performance during the previous appraisal period. The salary will be decided with reference to the appraisal reports and the pay recommendation they contain.

When making decisions, we will take into account:

- The performance of the teacher over the appraisal period, using evidence of their performance against their objectives and the Teachers' Standards collected throughout the appraisal period. Our appraisal arrangements, including what evidence will support judgements, are set out in full in our appraisal policy
- The pay recommendation made in the teacher's appraisal report

- Advice from the senior leadership team
- Any changes to the responsibilities and expectations of the teacher's role

The decision can be 'no pay progression' without triggering the capability policy.

6.2 Mid-year reviews

Reviews may take place at other times of the year if an individual's role or job description changes. Changes include going part-time and taking on or removing additional roles and responsibilities.

A written statement will be given after any review and will give information about why it was made.

7. MOVING TO THE UPPER PAY RANGE

7.1 Making applications

All qualified teachers can apply to be paid on the upper pay range, and any application will be assessed in line with this policy.

Applications can be made once a year. Applications must be made in the initial objective setting meeting and recorded on the proforma to allow for effective budget setting.

All applications will be treated fairly and impartially.

Applications will be judged against the last two performance management outcomes.

7.2 Assessment

In order to be eligible to be paid on the upper pay range, the governing board must be satisfied that:

- The teacher is highly competent in all elements of the Teachers' Standards; and
- The teacher's achievements and contributions are substantial and sustained

For the purpose of this policy:

- **'Highly competent'** means:
Performance which is good enough to provide coaching, mentoring and advice to other teachers, and demonstrate to them effective teaching 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 teaching practice
- **'Substantial'** means:
The teacher's contributions are of real importance, validity or value to the school; play a critical role in the life of the school; provide a role model for teaching and learning; make a distinctive contribution to the raising of pupil standards; take advantage of appropriate opportunities for professional development and use the outcomes effectively to improve pupils' learning

- **'Sustained'** means:
The teacher's contributions have been maintained over a long period

7.3 The decision

The assessment will be made and the applicant notified at the end of year review.

The decision will initially be made by the performance management team leader and ratified by the Headteacher who will also determine where the teacher will be placed on the upper pay range. Considerations will include the nature of the post, the responsibilities it entails, and the qualifications and skills of the teacher.

If successful, applicants will move to the upper pay range from the next September.

If unsuccessful, feedback will be provided by line managers in a one-to-one meeting, within 5 working days of the decision notification. The line manager will set out why the application was unsuccessful, and provide advice on how the teacher can improve when making another application in the future. Decisions will also be communicated in writing. Any appeals against decisions are covered by our staff grievance procedures.

8. ADDITIONAL ALLOWANCES

- *Teaching and learning responsibility (TLR) payments are awarded for identified positions of responsibility.*
- *Special educational needs (SEN) allowances can be awarded where relevant*
- *Where a teacher is 'acting up' and is assigned the duties of a school leader but is not appointed as a school leader*

These allowances will be awarded in line with the STPCD.

9. LEADERSHIP PAY

Leadership pay is awarded for those staff in the position of Headteacher or Deputy Headteacher in line with the duties and responsibilities of those roles.

Recommendations are made by the Headteacher Performance Management Group before being agreed by the chair in the Audit & Risk / Finance committee.

10. SALARY SAFEGUARDING ARRANGEMENTS

We will abide by the STPCD and safeguard teacher's salaries if the post is revised or removed as a result of:

- Closure of the school or education establishment
- Organisational restructuring

Circumstances where higher pay is safeguarded include a removed or reduced:

- Teaching and learning responsibility (TLR) payment: TLR1 or TLR2
- Special educational needs (SEN) allowance
- Unqualified teacher's allowance
- Leadership pay range or leading practitioner pay range

We will follow the STPCD when applying and managing salary safeguarding.

11. INFORMATION TO BE INCLUDED IN PAY STATEMENTS

When pay is changed, teachers will receive a written statement confirming this as soon as possible and not later than 4 weeks after the decision.

The statement will be issued by the governing board.

For all teachers, statements will include:

- Payments or other financial benefits awarded
- Any safeguarded sums
- Information on where the teacher can access a copy of the school's staffing structure and pay policy

Statements for members of the leadership group and teachers paid as leading practitioners will also include:

- The basis on which the salary has been determined
- The criteria on which their salary will be reviewed in future

Statements for teachers appointed to the leadership group or paid as a leading practitioner for a fixed period or under a fixed-term contract will also include:

- The date that the fixed period or the contract will end, or the circumstances that will lead to the contract ending

Statements for classroom teachers or unqualified teachers who are paid and eligible for allowances as a qualified teacher will also include:

- The teacher's position within the pay ranges
- The nature and value of any allowance received
- The value of any teaching and learning responsibility (TLR) payment awarded and details of what it was awarded for
- Where a TLR was awarded to cover a teacher's absence, the end date of circumstances in which it will end
- For TLR3s, the letter should also include a statement that the payment will not be safeguarded

Statements for unqualified teachers will also include:

- The teacher's position within the unqualified teachers' pay range
- The value of any unqualified teacher's allowance awarded and the additional responsibility, qualifications or experience in respect of which the allowance was awarded

12. APPEALING A DECISION ON PAY PROGRESSION

Where any teacher feels that a decision made over their pay is unfair, they have the right to appeal.

Teachers should attempt to resolve the matter informally at first, by speaking to the Headteacher

If the teacher wishes to lodge a formal grievance, they should set out their reasons for appealing in a letter to Headteacher within 5 working days of the pay statement being issued. Reasons may include:

- The pay policy was incorrectly applied
- The decision contravenes the STPCD the teacher is employed under
- The decision contravenes equality legislation
- Relevant evidence was not taken into account
- The decision was biased

The rest of the grievance procedure is set out in our staff grievance procedures, which is based on the [Acas Code of Practice](#) for addressing grievances.

If the appeal is upheld, the Headteacher will re-issue the pay statement with the correct information.

13. FURTHER SECTIONS

This policy meets the requirements set out in the STPCD for what must be included in teachers' pay policies.

14. MONITORING ARRANGEMENTS

This policy will be reviewed annually by the Governing Body and approved by the full governing board.

The governing board will consider the outcomes and impact of the policy, including trends in progression across specific groups of teachers, to ensure it complies with equalities legislation.