

Pay Policy

Responsibility for Review: Head of HR Centre of Excellence]
Date of Last Review: September 2024

Pay Policy: document provenance

Approver	Remuneration Committee
Date of approval	16 September 2024
Policy owner	Accounting officer
Policy authors	Head of HR Centre of Excellence
Version	1.0
Date of next review	September 2025
Summary of changes in this review	<ul style="list-style-type: none">• Annual progression for salaries on the teachers' leadership scale and teachers' upper pay scale• Removal of references to operations business managers
Related policies and documents	<ul style="list-style-type: none">• School teachers' pay and conditions document (STCPD)• Dixons pay scales

Unless there are legislative or regulatory changes in the interim, the policy will be reviewed as by the review cycle. Should no substantive change be required at this point, the policy will move to the next review cycle.



Contents

Section		Page
1.0	Policy statement	4
2.0	Monitoring the impact of the policy	4
3.0	Review of the policy	4
4.0	Basic pay determination on appointment – teaching staff	4
5.0	Teacher pay reviews – teaching staff	4
6.0	Assessment of pay progression – teaching staff	4
7.0	Progression to the upper pay range for teachers – teaching staff	5
8.0	Principals and executive principals – teaching staff	5
9.0	Pay ranges for members of the leadership group – teaching staff	6
10.0	Teacher and learning responsibility (TLR) payments – teaching staff	6
11.0	Part time teachers – teaching staff	6
12.0	Short notice / supply teachers – teaching staff	6
13.0	Pay safeguarding for teachers – teaching staff	6
14.0	Associate staff job descriptions – associate staff	6
15.0	Associate basic pay determination on appointment – associate staff	6
16.0	Associate staff incremental progression – associate staff	7
17.0	Allowances – associate staff	7
18.0	Absence on pay progression – teaching and associate staff	7
19.0	Salary scales – teaching and associate staff	7
20.0	Appeals – teaching and associate staff	8
21.0	Review	8



1. Policy statement

- 1.1. This policy sets out the framework for making decisions on employees' pay. In adopting this pay policy, our aim is to:
- achieve excellent outcomes for all students
 - support the recruitment and retention of a high-quality workforce
 - complement our trust's approach to professional growth, which is supportive and developmental and ensures employees have the skills and support to do their job effectively
 - enable us to recognise and reward staff appropriately for their contribution to our trust
 - ensure that decisions on pay are managed in a fair, just and transparent way
 - ensure that there is no pay discrimination in decision making and that decisions are based on evidence and can be justified
- 1.2. This policy has been developed in consultation with our recognised trade unions.

2. Monitoring the impact of the policy

- 2.1. Our trust board will monitor the outcomes and impact of this policy on an annual basis, including trends in progression across specific groups of staff to assess its effect and our trust's continued compliance with equalities legislation.

3. Review of policy

- 3.1. This policy is reviewed annually by our trust board, following consultation with the recognised trade unions. If no substantive change is required at this point, it will move to the next review cycle.

4. Basic pay determination on appointment – teaching staff

- 4.1. School and college trust leaders will determine the pay range for all roles on appointment. The principal, relevant functional lead or school and college trust leader will determine the starting salary within that range to be offered to the successful candidate, dependent on prior experience and should seek the advice from our HR centre of excellence to assist with ensuring parity across our trust.
- 4.2. In determining the applicable range for each role, school and college trust leaders will consider a range of factors, including:
- the nature of the post
 - the level of qualifications, skills, and experience required
 - market conditions
 - the wider trust context and strategic priorities
 - the evidence of impact on outcomes
- 4.3. The principal, relevant functional lead or school and college trust leader, when determining the appropriate rate for an individual appointment, will consider current salary, salary expectations and the factors set out above.

5. Teacher pay reviews – teaching staff

- 5.1. Our trust board will ensure that each teacher's salary is reviewed annually by no later than 31 October each year. Pay increases will be backdated to 1 September of the same academic year.
- 5.2. Salary will also be reviewed if a teacher takes up a new post with effect from the date the post commenced or in other circumstances as required, with effect from the relevant date.

6. Assessment of pay progression – teaching staff

Unqualified and main pay scale

- 6.1. For those teachers on the unqualified and main pay scales, and who started or had a change in their pay point between 1 September and 1 March (including with a previous employer if they moved employer in the period) then their next increment will be due the following 1st September.
- 6.2. Where a teacher has started on a particular pay point between 2 March and 31 August (including with a previous employer if they moved employer in the period) they will not normally be entitled to an increment the following 1 September. They must



wait six months from the start date or change. Then, from the following 1 September, they will join the normal increment process.

Upper and leadership pay scales

6.3. For those engaged on the upper and leadership pay scales, they will automatically receive an increment of one scale point, subject to the exceptions below, on the 1 September providing they have been at their current pay point for at least 12 months.

Exceptions to automatic pay progression

6.4. Pay progression will occur in line with the process for the relevant scale above, subject to the following exceptions:

- An individual has reached the top of their respective / agreed range.
- They had been receiving additional support to meet the required standard of performance in line with the process outlined in the internal document 'How to Improve Performance through Constructive Feedback' or had a formal capability warning in place during the preceding year.
- If this is the case, they are unlikely to progress, however, principals have the discretion to determine whether progression is applied in such cases. The considerations will be the length of time additional support was being provided and the extent and duration of the performance improvement.
- In the case of early career teachers (ECTs), arrangements for pay decisions will be made by means of the statutory induction process, including a move to M2 subject to a satisfactory midway assessment. ECTs who successfully complete their induction and gain QTS will progress to M3 and progress automatically following that, subject to the exceptions laid out in this section.
- A teacher opts out of progressing from M6 to UPS in line with the procedure outlined in section 7 below.

6.5. For rare cases of exceptional performance, a principal / functional lead has discretion to increase pay by more than a single point within the agreed pay range / scale, however this would need to be discussed and agreed by the relevant school trust leader, following advice from our HR team, and be in line with agreed budgets.

6.6. The remuneration subcommittee of our trust board will make final decisions about whether to accept pay recommendations on the advice of our trust accounting officer.

6.7. The remuneration sub-committee will consider its approach in the light of the budget and ensure that appropriate funding is allocated for pay progression at all levels.

7. Progression to the upper pay range for teachers – teaching staff

7.1. It is the responsibility of teachers who in the preceding year were paid at M6, to decide whether they wish to be paid on the upper pay range and they should assess themselves against the criteria in 7.2.

7.2. In line with the STPCD, the teacher should be highly competent in all elements of the relevant standards; and the teacher's achievements and contribution to the educational setting are substantial and sustained. At Dixons, substantial, highly competent and sustained mean the following.

- **Substantial:** means 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 students' learning
- **Highly competent:** means performance which is not only good but also good enough to provide coaching and mentoring to other teachers, give advice to them and demonstrate to them effective teaching practice and how to make a wider contribution to the work of the school, to help them meet the relevant standards and develop their teaching practice
- **Sustained:** means continuously over sustained period

7.3. The principal will write to all grade M6 teachers in September each year. This will confirm that any staff who are not currently in receipt of any informal or formal support to improve performance and have not had any such support in the previous academic year will have the option to be paid at UPS 1. The email will outline the additional performance expectations they will be held accountable for detailed in 7.2.

7.4. Staff may choose to opt out if they do not wish to have their performance measured against this higher level.

8. Principals and executive principals – teaching staff

8.1. The academy or group of academies will be assigned to a group using STPCD as guidance.

8.2. A pay range will be determined for the principal / executive principal which will not normally exceed the maximum of the group(s), unless there are specific exceptional circumstances or candidates warrant it, up to an additional 25% in line with the



STPCD. For example, additional responsibility across our trust or for new recruits considering their existing salary / challenges around recruitment and retention.

- 8.3. Where it is proposed to make an appointment above the maximum of agreed pay scale a business case will be produced which will need to be signed off by the accounting officer. Any business case for appointments which are above the agreed pay range and exceed £100k will also need approval from our trust remuneration committee.

9. Pay ranges for members of the leadership group – teaching staff

- 9.1. Pay ranges for members of academy leadership teams will be determined by consideration of national guidelines. The pay range will take into account all permanent responsibilities of the role, any challenges that are specific to the role and all other relevant considerations including the skills and competencies required. Pay ranges will allow appropriate scope for increase as the areas of accountability for an individual post increase.

10. Teaching and learning responsibility (TLR) payments – teaching staff

- 10.1. In our trust, we pay TLR1a-c, TLR2a-d, TLR3a-b to a classroom teacher for undertaking a sustained additional responsibility in the context of our staffing structure for the purpose of ensuring the continued delivery of high-quality teaching and learning and for which the teacher is made accountable. The award is made whilst the teacher remains in the same post or occupies another post in the absence of a post-holder.
- 10.2. A TLR3 payment would normally be made to a classroom teacher for time-limited, clearly defined academy improvement projects, or one-off externally driven responsibilities. In addition, we may award a fixed term recruitment or retention payment as an incentive for the recruitment of new teachers and the retention of existing teachers; such payments would normally be time-limited, subject to regular review and must be authorised by the relevant school and college trust leader.
- 10.3. TLR payments would normally be pro-rated for part time teachers; however, consideration should be given to the reason for the TLR, the amount of additional responsibility and whether the responsibility is solely held or shared when pro rating a TLR payment.

11. Part time teachers – teaching staff

- 11.1. Teachers who work less than a standard working week are deemed to be part time. Their working time obligations will be set out in their contracts of employment, or in a letter following an agreed flexible working request. The pay of part time teachers will be determined in the same way as full-time teachers and any increase in pay will be paid pro-rata to full time equivalent salary rates.

12. Short notice / supply teachers – teaching staff

- 12.1. Teachers employed on a day-to-day or other short notice basis will be paid daily calculated on the assumption that a full working year normally consists of 195 days (this may be less in a particular year, dependent on any additional public holidays authorised by government); periods of employment for less than a day being calculated pro-rata.
- 12.2. Their rate of pay will be calculated based on experience and the rate paid to other teachers undertaking a similar role.

13. Pay safeguarding for teachers – teaching staff

- 13.1. Pay safeguarding arising from changes to pay and structure will be in line with the provisions of STPCD.

14. Associate staff job descriptions – associate staff

- 14.1. Principals and functional leads, supported by our trust HR centre of excellence team, will ensure that an up to date job description is available for each post which identifies the appropriate duties
- 14.2. The job description will be reviewed as appropriate or when duties or responsibilities have changed. It will be amended to reflect the current role; although, it should be recognised that job descriptions are not intended to list all tasks. An employee may request changes to their job description if they feel their duties or responsibilities have changed significantly. If appropriate, consideration may be given to whether the grade for the post should be re-determined. This review process will be undertaken by our trust HR centre of excellence team on request and will benchmark against similar roles across our trust and externally. If it is, the post holder will be paid the new grade from a date determined by the relevant principal or functional lead on advice from our trust HR team.

15. Associate basic pay determination on appointment – associate staff

- 15.1. School trust leaders will determine the grade for a vacancy prior to advertising. On appointment, the principal or functional lead will determine the appropriate point within the grade to be offered to the successful candidate (which will usually be the bottom point of the grade). However, in making such determinations, this may take in to account a range of factors, including:



- the nature of the post
- the level of qualifications, skills and experience required
- market conditions
- the wider trust context and strategic priorities
- the successful candidate's current salary

16. Associate staff incremental progression – associate staff

16.1. Starters, or changes to spinal column, between 1 September and 1 March receive an increment point as normal the following 1 September

16.2. Starters, or changes to spinal column, between 2 March and 31 August are not entitled to an increment the following 1 September. They have to wait six months from the start date or change. Then, the following 1 September they will join the normal increment process.

Exceptions to automatic pay progression

16.3. Pay progression will occur in line with the process above, subject to the following exceptions:

- An individual has reached the top of their respective / agreed range.
- They had been receiving additional support to meet the required standard of performance in line with the process outlined in the internal document 'How to Improve Performance through Constructive Feedback' or had a formal capability warning in place during the preceding year.
- If this is the case, they are unlikely to progress, however, principals and functional leads have the discretion to determine whether progression is applied in such cases. The considerations will be the length of time additional support was being provided and the extent and duration of the performance improvement.

16.4. For rare cases of exceptional performance, a principal / functional lead has discretion to increase pay by more than a single point within the agreed pay range / scale, however, this would need to be discussed and agreed by the relevant school trust leader, following advice from our trust HR team, and be in line with agreed budgets.

17. Allowances – associate staff

17.1. An allowance, previously called an honoraria, may be paid on a temporary basis where an employee is offered and agrees to:

- undertake higher level work in addition to their normal duties
- 'act up' for at least four weeks to a higher graded post which has become temporarily vacant, (for example, due to sick leave)

17.2. The principal or relevant functional lead will determine the amount of this payment in consultation with our trust HR team. Where the employee is undertaking higher level work not equivalent to a higher graded post, a fixed sum will be agreed. Where the employee is acting up and carrying out the full responsibilities of the role, the payment will usually be the difference between the minimum point of the higher graded role and their current salary.

17.3. The employee will return to their substantive post and salary when they are no longer required to undertake the higher level work or 'act up'.

17.4. This should usually only be a temporary solution and the principal or functional lead should consider whether it may be more appropriate to advertise the post (or duties) on a fixed term basis.

17.5. Allowances of this kind are normally only paid to associate staff, the appropriate mechanism for teachers is usually a TLR payment (further detail in 10.0).

18. Absence and pay progression – teaching and associate staff

18.1. Employees who are absent long term (including, but not limited to, maternity leave and long-term sick leave due to a disability) will also progress automatically up the pay scale on 1 September each year subject to the same requirements as outlined for other employees who are not absent long term.

19. Salary scales – teaching and associate staff

19.1. The salary scales used will be in accordance with our trust's published pay scales for teaching, leadership and associate roles. These are available separately and will be updated on an annual basis.



20. Appeals – teaching and associate staff

Informal discussion

- 20.1. If the employee is dissatisfied following written notification of the pay decision, they should first discuss the decision with the principal within five working days.
- 20.2. This discussion gives an opportunity for an employee to raise / challenge the decision on their pay, to gain an understanding of why the pay recommendation and decision were made and to resolve issues quickly and informally.

Formal appeals

- 20.3. Where annual pay progression is not granted, and the member of staff remains dissatisfied following informal discussion with the principal they should follow the trust grievance procedure. Grievances related to pay progression must be made within five working days of receiving an outcome following informal discussion with the principal as outlined above.

21. Review

- 21.1. This policy has, at its formation, been subject to consultation with recognised trade unions, unless there are legislative or regulatory changes in the interim, this policy will be reviewed every year; this will include consultation on any changes with recognised trade unions. Should no substantive change be required at this point, the policy will move to the next review cycle.