



Teacher Pay Policy

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1 INTRODUCTION

This policy outlines the framework, principles and processes by which remuneration is set and managed for teachers.

For the purposes of this policy, references to the 'Trust' means King's Group Academies (KGA) and where the term 'Principal' is used, it should be read to apply to Principals, Headteachers, and Executive Headteachers.

This policy is developed in consultation with recognised trade unions and is available for all colleagues to view on MyKGA. The policy should be read in conjunction with individual terms and conditions. As the Trust is independent from national education provisions, this policy is not directly linked to the School Teachers Pay and Conditions Document (STPCD) however, KGA pay attention to changes and development of the STPCD with the intention of consulting significant changes directly.

In adopting this policy, the aim is to:

- assure quality of teaching and learning by supporting the recruitment, retention and reward of teachers.

- provide for accountability, transparency, objectivity and equality of opportunity

2 SCOPE AND PURPOSE OF THIS POLICY

This policy applies to all teaching staff within KGA including unqualified teachers and early Careers teachers. It also applies to part time teaching staff and supply teachers who are contracted directly to KGA.

The purpose of this policy is to set out the methods by which remuneration is set, progressed and reviewed for all teachers and leaders within the Trust. The intent is to provide fair, transparent and equitable methods for use across the Trust, taking into account all relevant Employment Legislation. Responsibility for applying the policy is delegated to the Local Governing Body who in turn delegate day to day management to the Academy Principal.

The policy is reviewed annually by the Board of Trustees. The Local Governing Body (LGB) for each academy will also review the application of this policy by scrutinising their staffing budgets to ensure that adequate funding is available.

Whilst the core principles for leadership remuneration are the same as in this policy, they are covered separately in the Leadership Pay Policy.

3. EQUALITY

KGA seeks to provide equal opportunities for all colleagues and as a minimum, will comply with relevant employment and equalities legislation. An Equality Impact Assessment (EIA) may be undertaken to ensure that the application of the policy does not disadvantage any group with a protected characteristic(s) as defined by the Equality Act 2010.

Transparent information on pay structures in the trust, including by equality characteristic, will be developed and made available to union reps on an ongoing basis.

Teachers will not be refused pay progression or their pay be unfairly penalised on the basis of protected characteristics, for example maternity leave, pregnancy related issues, or disability related absence as this would be unlawful. Changes to pay as a result of absence will apply with the relevant policy.

4. TEACHER PAY SCALES

There are three teacher pay scales, each applicable to a different career stage:

- **Unqualified Pay Scale** – for colleagues who are undertaking relevant teaching roles without having acquired qualified teaching status (QTS)
- **Main Teacher Scale** – for colleagues in the early/mid stages of their qualified (QTS) career, including Early Career Teachers and by Principal’s discretion, unqualified teachers who are undertaking a recognised route into teaching
- **Upper Pay Scale** – for teachers who have progressed through the Main Pay Scale and are taking on agreed additional responsibilities that contribute to the Academy and/or Trust objectives.

Fringe/London allowances are added to the scales where the school falls into the recognised area. The current teacher scales are published as appendices to this policy [on MyGKA](#).

The ‘double increment’ scale used in some KGA locations will be retired with effect from September 2024 and KGA will adopt single point incremental main and upper scales. Those colleagues on a ‘retired scale’ will continue to progress through the increments until they reach the top of that scale or appointed to another role within KGA.

5. REVIEWING THE PAY SCALES

The Board of Trustees will undertake a cost of living review of the Teacher Pay Scales annually.

They will take into account:

- The nationally agreed teaching pay award
- Submission from teaching union representatives via the Trust Joint Consultation and Negotiation Committee
- Available funding and other budget constraints
- Other relevant internal and external factors

Resulting changes to the pay scales will be applied with effect from 1st September of the relevant year and where agreed later in the year, payments to colleagues will be backdated.

6. PAY ON APPOINTMENT

The Principal will determine which pay scale is applicable for each post prior to advertising and will determine the appropriate starting point on that scale for the person appointed, using the guidance set out in Appendix A

The LGB should scrutinise the setting of starting salaries on an annual basis to consider equity, value for money and affordability, giving steer to the Principal as appropriate for further appointments.

There is no assumption that a salary offer for a new position will automatically match or better the salary that the candidate is or was paid in a previous school/academy (unless TUPE applies).

INCREMENTAL PROGRESSION THROUGH THE TEACHER SCALES

Pay Progression is automatic for teaching colleagues, until they reach the top of their scale. Pay progression is not linked to performance. Performance will be managed in line with the Appraisal Policy and, if appropriate, in line with the Capability Policy.

To be eligible the teacher must:

- Have been employed by KGA in the job to which the increment is relevant on the preceding 1st March and still be in that job on 1st September of the academic year for which the incremental applies
- Not have received an increase to their core salary in the previous six months (this does not include cost of living awards, TLR or retention payments)
- Not be at the top of their current pay scale
- Where a teacher is on the Upper Pay Scale, they must have completed two years at their current UPR incremental point

When using the single point scale, automatic progression will be one incremental point. When the academy is using the retired double point scale, progression will be two incremental points or one incremental point if that takes the teacher to the top of the scale.

Each teacher will receive a letter by 31st October each year, confirming their salary effective from 1st September.

7. PROGRESSION ONTO AND WITHIN THE UPPER PAY SCALE

Any teacher at the top of the Main Pay Scale may apply to the Principal once per year for consideration to be paid on the Upper Pay Scale from the next academic year. The application must be made by 1st July of the academic year preceding the year for which the application is made. The outcome will be agreed where possible by the end of the school year in which the application is made and in any eventuality as soon as the appraisal process is complete. If successful they will move onto the first point of the Upper Pay Scale from 1st September of the next academic year. If unsuccessful, feedback will be provided by the Head teacher within five working days of the decision. Feedback will cover the reasons for the decision and the appeals procedure.

It is the responsibility of the teacher to decide whether or not they wish to make an application and familiarise themselves with the academy process/format for the application

An application will be successful, if the Principal is satisfied that:

- The teacher is eligible based on their qualified status and having been at the top of the main teacher pay scale for at least two full academic years
- The teacher is highly competent in all elements of the KGA Trust teachers' standards and these achievements and their contribution to the academy are substantial and sustained
- Additional responsibilities have been agreed for which they will be accountable and which will contribute to academy improvement including the sharing of their skills and experience through mentoring and coaching less experienced teachers

The Principal will be satisfied that the teacher has met the expectations for progression to the UPR where the application sets out how the criteria has been satisfied as evidenced by their annual appraisal review and ongoing objectives.

Employment on the Upper Pay Scale at another school/Academy/Trust/a Local Authority does not provide automatic eligibility for the Upper Pay Scale.

Where the application is not successful, the Principal will provide feedback and the teacher will be provided with advice and support through the appraisal process to support making a successful application in the future. Where the teacher is not satisfied with the feedback given they should seek to discuss and resolve informally with the Principal. If having done so they wish to appeal the decision not to progress through the threshold they may submit an appeal in writing which will be considered by the Local Governing Body whose decision is final.

Where a teacher disagrees with the decision not to progress them onto the Upper Pay Scale, they should seek to discuss it informally with the Principal. If they are still not satisfied they should use the Grievance policy to raise the concern.

Once through the threshold to UPR1, the teacher will progress through UPR2 and UPR3 automatically every other year for as long as they continue in the same role and undertake the agreed additional responsibilities.

8. ALLOWANCES AND OTHER ADDITIONAL PAYMENTS

Teachers may be paid an additional allowance. With the exception of examples set out below, allowances are pro rata for part time or part year worked.

Teaching and Learning Responsibility Payments (TLR's)

A TLR may be awarded to teachers on the main pay range or upper pay range. Unqualified teachers cannot be awarded TLRs, this is because the responsibilities attached to TLRs reflect the use of professionalised skills and judgements.

TLR1 and TLR2 payments are awarded for undertaking significant and sustained additional responsibilities not required of all teachers, for the purposes of ensuring the continued delivery of high-quality teaching and learning. Posts with equal scope and responsibility should be allocated TLRs of equal value. They are normally paid in full for roles of 0.6 FTE or above. Where paid pro-rata, the duties associated must also be clearly set out as pro-rata.

TLR1 and TLR2 are normally paid on a long-term basis and unless discontinued on a voluntary basis are subject to protection (sometimes called safeguarded). The exception to this is when they are paid for a fixed period to cover long term absences.

Before awarding any TLR the Principal must be satisfied that the teachers duties include a significant responsibility that is not required of all classroom teachers and that it is focused on teaching and learning and that it requires the exercise of a teacher's professional skills and judgement. In addition, that the role includes;

- a) leading, managing and developing a subject or curriculum area or pupil development across the curriculum

- b) having impact on the educational progress of pupils other than the teacher's assigned classes or groups of pupils; and
- c) involves leading, developing and enhancing the teaching practice of other colleagues.
- d) for a TLR1, line management responsibility for a significant number of positions

The award may be while a teacher remains in the same post or occupies another post in the absence of the post-holder.

The range of annual value for a TLRs are set out in the pay scale appendices.

Posts which attract TLR1 and TLR2s and the amounts must be set out in the staffing structure.

TLR3s are paid for a fixed-term period, paid on a monthly basis, for delivery of a significant responsibility in relation to a clearly time-limited academy improvement project or one-off externally driven responsibility. Consecutive or parallel TLR3s will not be awarded to more than one teacher for the same responsibilities with the exception of TLR3s for tutoring.

The Principal will determine which projects should attract a TLR3 payment and the value of the TLR3 having regard to the context, nature and complexity of the responsibility.

A teacher can hold a TLR1 or a TLR2 in addition to a TLR3 but not a TLR1 and TLR2 at the same time. TLRs will be confirmed in writing which will include details of the payment, the dates to which it is relevant and the additional duties required.

Special Educational Needs Allowance

A Special Educational Needs (SEN) allowance for a classroom teacher is set out in the pay scale appendices. The SEN allowance is only normally payable where the teacher is required to undertake SEN duties that might otherwise be undertaken by other roles within the academy's SEN provision. Particular attention will be paid as to whether a mandatory qualification is required for the post.

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

SEN allowances may be held at the same time as TLRs

Acting Allowances

Where a teacher is asked to and agrees to act into a leadership role for a fixed duration, they will be paid at the rate appropriate (with reference to the pay scale set) for that role

Recruitment and Retention Allowances (R&R)

Recruitment and Retention Allowances are discretionary allowances paid alongside the annual salary (therefore paid as 1/12th each month) for teachers. R&R allowances do not relate specifically to additional responsibilities, as such they must only be used occasionally and with due consideration. Discretionary pay is more at risk from conscious and unconscious bias and adds additional not budgeted costs. Therefore, the Principal should consult with the LGB before agreeing them. In addition, the LGB should receive and scrutinise an annual report on the R&R allowances in use in each academy.

R&R allowances should only apply to current positions and not be 'portable' to new appointments in the academy or Trust. The value of R&R allowances for teachers should be proportional to the core salary and will not normally exceed 10%. They will be confirmed in writing which will set out the value, duration and review period for the allowance

Additional one-off payments

KGA does not provide loans, or bonus payments for teachers in recognition of performance. In very exceptional circumstances a one-off payment may be approved by the Principal and Local Governing Body:

- in respect of out-of-hours CPD pre or wider learning (including attendance at union training events) or activities relating to raising of educational standards/academy improvement
- to support relocation or other similar recruitment expenses

All such payments will only be made if agreed in advance and in writing and subject to normal payroll deductions.

Withdrawn Allowances

Following consultation and with at least one months' notice of its cessation, allowances, including TLRs may be withdrawn due to operational . Protection of TLR allowances (safeguarding) will apply up to a maximum of 3 years when notice of cessation is given. If the safeguarded sums exceed £500 in total, the teacher's assigned duties may be withdrawn and new reasonable duties allocate which are appropriate and commensurate with the safeguarded sum, for as long as the teacher continues to be paid the safeguarded sum

TLR3s are not subject to safeguarding.

9. CALCULATING PAY AND PAY DEDUCTIONS

Salary and allowances (except for relevant TLR3s) for part time teachers, must be determined as pro rata in accordance with a full-time equivalent (FTE) calculation using the number of hours that the teacher is employed when compared to full time teacher hours.

Daily rates paid to teachers must be paid on a calculation of agreed full time salary divided by 195 days (unless adjusted to accommodate additional bank holidays as announced annually by government). To calculate an hourly rate to be paid this should be calculated by dividing the daily rate by 6.5 (hours). These calculations ensure that annual leave is included in the daily rate.

Unpaid leave is calculated differently to ensure that annual leave is not removed. A daily rate is 1/365th of the annual salary.

Where a salary sacrifice arrangement is in place, the gross salary is reduced to the value of the sacrifice. This can have an impact on pensionable pay and statutory pay entitlements (such as SMP).

Appendix A: Guidance for setting the salary for appointed teachers

Unqualified Teachers

Unqualified teachers should commence their first appointment on the first incremental point of the Unqualified teaching scale. Where this is not the first appointment for the individual as an unqualified teacher, previous years' experience may be taken into account in offering a starting salary at a higher incremental point on the unqualified scale.

Other relevant experience can also be recognised, such as working in another capacity with students/young people. Increasing the scale point offer by one incremental point for every three years of experience.

It is also at the Principal's discretion to pay an unqualified teacher on the main teaching scale if they have significant experience and are working towards qualified teaching status (QTS). If they cease to be working towards QTS they should revert to the Unqualified scale.

On obtaining QTS an unqualified teacher should be transferred to the main teacher scale at a point no lower in value than the pay amount they would have received as an unqualified teacher including relevant allowances.

Where candidates have taken a career break, that time period may be reflected in the 'counting' of experience in order to offer equity.

Teachers

When determining the starting pay for teachers taking up their first appointment as a qualified classroom teacher, pay will be based on the first increment of the Main Pay Range/Scale.

Where the person being offered the role has previous experience, the pay point offered should reflect one incremental point for each year of experience (e.g. where the candidate has been working as a qualified teacher for three years, the pay offer would be on the third point of the pay scale).

Other relevant but non-teaching experience can also be recognised, such as working in another capacity with students/young people. Increasing the scale point offer by one incremental point for every three years of experience.

Where candidates have taken a career break, that time period may be reflected in the 'counting' of experience in order to offer equity.

Teachers who are post threshold teachers at the time of joining KGA may be appointed directly onto the Upper pay scale at the incremental point appropriate for recognising their previous experience.