

Maiden Erlegh Trust
PAY POLICY 2026-27



MAIDEN ERLEGH
TRUST

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1. INTRODUCTION

This policy sets out the framework by which Maiden Erlegh Trust (“The Trust”) makes decisions regarding pay for all staff.

It has been developed to comply with current legislation.

The Trust has based its terms and conditions of employment for teachers on the Burgundy Book and the School Teachers’ Pay and Conditions Document (STPCD), as amended each year. These documents require the Trust to have a pay policy which sets out the basis on which the Trust and its schools determine teachers’ pay; the date by which they will determine the teachers’ annual pay review; and the procedures for determining appeals.

The Trust has based its terms and conditions of employment for support staff on the ‘Green Book’ and the nationally negotiated NJC pay points.

In adopting this policy, the aim is to:

- Support the recruitment and retention of a high-quality workforce,
- Enable the Trust to recognise and reward employees appropriately for their contribution to the Trust and its school communities,
- Ensure that decisions on pay are aligned with the principles of public life, namely accountability, transparency, and objectivity.
- To support fair and transparent pay decisions at recruitment and during employment.

The Trust reserves the right to amend or vary this policy at any time, and all substantive amendments or variations will be consulted on.

All staff involved in recruitment and pay decisions are bound by the provisions of this pay policy.

Details of pay entitlements for family leave and other forms of leave can be found in the following policies, available on the intranet:

- Adoption Policy
- Bereaved Partner’s Paternity Leave
- Maternity Policy
- Neonatal Care Leave
- Parental Bereavement Leave
- Paternity Leave Policy
- Shared Parental Leave Policy
- Special Leave Policy
- Unpaid Parental Leave

EQUAL OPPORTUNITY

The Trust will apply this policy fairly and consistently to all employees regardless of gender, gender reassignment, race, religion or belief, ethnicity, national origin, age,

marital status or civil partnership, disability, sexual orientation, pregnancy, or maternity, part-time or fixed-term status.

REVIEW AND MONITORING

The Trust will review this policy on an annual basis and will monitor outcomes in order to assess the effectiveness of this policy in supporting good performance and effective recruitment and retention, and to ensure the Trust's continued compliance with equalities legislation.

This policy will comply with the Employment Rights Act 1996, Employment Relations Act 1999, the Part-time Workers (Prevention of Less Favourable Treatment) Regulations 2000 and the Fixed-Term Employees (Prevention of Less Favourable Treatment) Regulations 2002 and the Equalities Act 2010/2012.

EXECUTIVE PAY

Executive Pay refers to the roles of Chief Executive Officer, Director of Education, Chief Financial Officer and Chief Operations Officer. Pay decisions for these roles are taken by the Trust Board, on the recommendations of the Executive Pay Committee. Pay decisions take account of performance against the established leadership and professional standards, agreed objectives and outcomes achieved over the year, using a robust evidence-based assessment. The principles and process of determining remuneration for the Trusts Executive Leadership is covered by the Executive Pay Policy.

2. PAY REVIEWS

The Trust will ensure that all staff salaries are reviewed annually.

Incremental progression will be reviewed annually in line with the Trust's Staff Professional Development Framework.

For all staff, the annual Staff Professional Development Framework cycle runs from September to August, and pay determinations take effect from 1 September each year. All staff will receive an annual salary statement no later than 30 November each year, with any incremental progression paid retrospectively, normally by November each year (providing the annual update of the STPCD has been published and the prevailing NJC scales have been agreed).

Teaching staff will automatically receive the annual cost of living increase applicable to their respective pay point as at 31 August each year. This will be based on the published salary values in the relevant School Teachers' Pay and Conditions Document and is effective from 1 September each year. This will normally be paid to staff in the month following publication of the revised teacher pay scales and backdated to 1 September.

Support staff will automatically receive the annual cost of living increase applicable to their respective scale point as at 31 March each year. This will be based on the National Joint Council for Local Government Services annual agreement and is effective from 1

April each year. This will normally be paid to staff in the month following publication of the revised NJC pay scales and backdated to 1 April.

Reviews may take place at other times of the year to reflect any significant changes in circumstances or the job description that may lead to a change in the basis for calculating pay.

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

3. PAY DECISIONS

Staff can expect to progress, subject to available headroom, and provided they are not subject to formal or informal support to improve performance. Decisions are made with reference to performance in line with the Trust's Staff Professional Development Framework. Pay decisions are made as follows:

Who	Pay Decisions
Chief Executive Officer Director of Education Chief Financial Officer Chief Operations Officer	Trust Board
Executive Headteachers /Hub Directors/School Improvement Directors	Chief Executive Officer and Director of Education
Headteachers	Hub Directors, Director of Education and Chair of SAB
Teaching and Support Staff	Headteachers
Shared Services Staff	Directorate Leader

The Pay Committee is responsible for ensuring that decisions regarding pay comply with this policy. The role and responsibility of the Pay Committee are subsumed into the Terms of Reference of the Audit and Risk Committee.

The Audit and Risk Committee will discharge its responsibilities effectively, ensuring its approach to pay is transparent, proportionate, and justifiable. The rate of any pay increase will be proportional and defensible relative to the public sector market. The rationale behind the decision-making process, including whether the level of pay reflects value for money will be recorded and retained.

The decision to award pay increments to Senior Leaders will take account of performance outcomes against objectives set annually with reference to established leadership and professional standards.

Annually an anonymised summary report will be provided to the Audit & Risk Committee by the Head of People and Culture (or their delegate) setting out the recommended pay amendments, for their approval.

4. BASIC PAY DETERMINATION ON APPOINTMENT

Pay scales relating to sections 3 and 4 can be found in appendix 1.

TEACHING STAFF

The Headteacher will determine the pay range for a vacancy prior to advertising. On appointment, the Headteacher will determine the starting salary within that range to be offered to the successful candidate with decisions justified and evidenced to ensure fairness.

In determining the salary range for a vacant post, the following will apply:

- Nature of the post
- Key priorities of the school/Trust
- Level of qualifications, skills and experience required
- Market conditions

Classroom Teacher Posts

The Trust uses the advisory 6-point Main Pay Range and the advisory 3-point Upper Pay Range for classroom teacher posts as set out in the School Teachers' Pay and Conditions Document.

The Trust will generally apply the principle of pay portability in making pay determinations for all new appointees, as follows:

When determining the starting pay for a classroom teacher who has previously worked in a Local Authority maintained school, an academy in England and Wales, or in a teaching post overseas, the Trust will generally pay the teacher on the Main or Upper Pay Range at a scale point which at least maintains the teacher's previous pay entitlement plus any pay progression which they would have received had they remained in their previous post.

Where an overseas teacher meets the requirements to be paid on either the Main or Upper Pay Range but does not have QTS/QTLS they will be paid on a spot salary linked to the Main or Upper Pay Range pay point.

Provided there has been no break or a gap of no more than one full year, the Trust will recognise a teacher's upper pay range status and spinal point already achieved, as awarded by another school, without requiring the teacher to reapply separately through the Trust's procedure. If a longer gap of service relates to a period of family leave, a teacher's UPR status and spinal point will also be preserved by the Trust. The Trust reserves the right to place a teacher on MPR6, and require them to apply for UPR status through the Trust's usual procedure, where a gap in service of more than one year exists for other reasons.

Any decision to pay a higher spinal point than set out here must be objectively justified and evidenced.

Leading Practitioner Teacher Posts

The Trust has established an 18-point pay range using the minimum and maximum values set out in the STPCD, within which Individual Salary Ranges (ISR) are set based on the demands of the role.

Such posts may, in line with the Scheme of Delegation, be established for teachers whose primary purpose is modelling and leading improvement of teaching skills, where those duties fall outside the criteria for the TLR payment structure.

When determining the pay scales for such posts, the Trust will do this by reference to the weight of the responsibilities of the post and bearing in mind the need to ensure pay equality where posts are equally onerous and fair pay relativities between posts of differing levels of responsibility.

It is the Trust's policy to appoint any new Leading Practitioner teacher at the bottom point of the ISR unless a higher starting point can be objectively justified and evidenced.

Early Career Teachers (ECTs)

ECTs taking on their first teaching role on joining the Trust will start in post on 1 July and will be appointed to MPR1 to support the drive to attract and recruit from this group.

Unqualified Teachers

Teachers without QTS or QTLS or otherwise not qualified for the setting/student age range will be placed on the pay range for unqualified teachers. This does not apply to teachers who have been recruited from overseas who would not necessarily have QTS or QTLS but nonetheless are qualified by virtue of experience or home nation qualifications.

The Trust has established a pay scale using the minimum and maximum values as set out in the STPCD.

In preparation for the pending requirements of the Children's Wellbeing and Schools Act 2026, all newly appointed unqualified teachers are required to be actively working towards gaining Qualified Teacher Status. Contracts of employment will be fixed term and aligned to the anticipated time scale within which QTS can be expected to be achieved.

Leadership Teacher Posts

The pay ranges for the posts on the Leadership range will be determined in accordance with the criteria specified in the STPCD and ensuring fair pay relativities. The posts to which this applies are as follows:

- Executive Headteacher
- Headteacher
- Co-Headteacher

- Head of School
- Deputy Headteacher
- Assistant Headteacher

School Improvement Director

The role of School Improvement Director is a Trust senior leadership role with responsibility for organisational performance measures and operational delivery across the Trust. As a result, the Trust have established a 7 point pay range, equivalent to L22 – L28 on the Leadership scale. For School Improvement Directors the responsibility for determining Director pay lies with the Chief Executive Officer and Director of Education.

Hub Directors

The role of Hub Director is a Trust senior leadership role with responsibility for leading the primary, secondary, and SEN/alternative provision hubs in the Trust. Hub Directors will be paid with equivalence to the Executive Headteacher range which will be determined with reference to the combined unit totals of those schools to derive the appropriate Headteacher Group. For Hub Directors the responsibility for determining pay lies with the Chief Executive Officer and Director of Education.

Executive Headteachers

Executive Headteachers may occasionally be appointed to have overall leadership accountability for more than one school. Executive Headteacher pay ranges are determined with reference to the combined unit totals of those schools to derive the appropriate Headteacher Group. Responsibilities for determining Executive Headteacher pay lies with the Chief Executive Officer and Director of Education.

The Trust have established the following 7-point pay ranges for each Headteacher Group.

	Group 1	Group 2	Group 3	Group 4	Group 5	Group 6	Group 7	Group 8
Lower		L17	L20	L23	L25	L28	L31	L37
Upper		L23	L26	L29	L31	L34	L37	L43

Headteacher

Headteacher pay ranges are determined with reference to the STPCD and schools' Headteacher Group.

The Trust have established the following 7-point pay ranges for each Individual School Range (ISR).

	Group 1	Group 2	Group 3	Group 4	Group 5	Group 6	Group 7	Group 8
Lower	L11	L14	L17	L20	L22	L25	L28	L34

Upper	L17	L20	L23	L26	L28	L31	L34	L40
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Responsibility for determining Headteacher pay lies with the Hub Director and Director of Education.

Co-Headteacher

Co-Headteacher pay ranges are determined with reference to the STPCD and schools' Headteacher Group.

The Trust have established the following 7-point pay ranges for each Individual School Range (ISR).

	Group 1	Group 2	Group 3	Group 4	Group 5	Group 6	Group 7	Group 8
Lower								L30
Upper								L36

Responsibility for determining Headteacher pay lies with the Hub Director and Director of Education.

Head of School

Head of School pay ranges are determined with reference to the STPCD and schools' Headteacher Group.

The Trust have established the following 7-point pay ranges for each Individual School Range (ISR).

	Group 1	Group 2	Group 3	Group 4	Group 5	Group 6	Group 7	Group 8
Lower	L8	L11	L13	L15	L18	L20	L22	L24
Upper	L14	L17	L19	L21	L24	L26	L28	L30

Responsibility for determining Headteacher pay lies with the Hub Director and Director of Education.

Senior Leadership Roles

The Trust will pay teachers as deputy or assistant headteachers only where the Trust is satisfied that, in the context of the teacher's duties, the role includes a significant responsibility that is not required of all classroom teachers or TLR holders, and that the role:

- is focused on teaching and learning
- requires the exercise of a teacher's professional skills and judgment
- requires the teacher to lead and manage the school through:
 - development of teaching and learning priorities across the school
 - accountability for the standards of achievement and behaviour of pupils across the school

- accountability for the planning and deployment of the school's resources
- leading policy development and implementation across the school in accordance with statutory provisions
- managing whole school operational activity
- working with external bodies and agencies; and
- securing pupils' access to their educational entitlements
- has an impact on the educational progress of the school's pupils
- involves leading, developing and enhancing the teaching practice of the school's staff; and
- includes line management responsibility for a significant number of people and/or the line management for their line managers

In the case of a Deputy Headteacher post, the Trust must also be satisfied that this significant responsibility features a job weight which exceeds that expected of an Assistant Headteacher employed in the same school, including responsibility for discharging in full the responsibilities of the Headteacher in their absence.

Deputy Headteacher

Deputy Headteacher pay ranges are determined by reference to the Headteacher Pay Range. The Trust have established the following 5-point pay ranges for each Deputy Headteacher Group. Responsibility for determining Deputy Headteacher pay lies with the Headteacher.

	Group 1	Group 2	Group 3	Group 4	Group 5	Group 6	Group 7	Group 8
Lower	L5	L5	L8	L11	L14	L17	L17	L17
Upper	L9	L9	L12	L15	L18	L21	L21	L21

Assistant Headteacher

Assistant Headteacher pay ranges are determined by reference to the Headteacher Pay Range. The Trust have established the following 5-point pay ranges for each Assistant Headteacher Group. Responsibility for determining Assistant Headteacher pay lies with the Headteacher.

	Group 1	Group 2	Group 3	Group 4	Group 5	Group 6	Group 7	Group 8
Lower	L1	L1	L4	L6	L9	L11	L11	L11
Upper	L5	L5	L8	L10	L13	L15	L15	L15

The Trust will normally appoint new leadership teachers at the bottom point of the relevant pay range unless a higher starting spinal point can be objectively justified and evidenced.

A school group size chart can be found at Appendix 2.

SUPPORT STAFF

Support staff shall be appointed on appropriate salary grades for posts, based on the job description prepared by the appropriate person and with regard to the Trust's Job Evaluation Scheme.

The Trust currently determines pay scales for support staff in accordance with the national rates and conditions agreed by the NJC for Local Government Services ('Green Book').

For newly appointed support staff, appointment will normally be on the first point of the pay range for the grade. In exceptional circumstances, however, the appointment can be made on any of the points within the available grade range provided it can be justified and evidenced to ensure fairness, for example to recognise particular expertise and/or qualifications necessary in the post.

In determining the specific starting salary for a successful applicant, the line manager must base the decision on the evidence collected through the selection process, including references.

THERAPIST STAFF

The Trust has established a pay range for staff employed as therapists, who hold or are working towards a recognised qualification in a therapeutic discipline and are registered with the appropriate Royal College.

The pay range values are linked to the relevant NHS Pay Band for Therapy Assistant (NHS Band 3), Therapist (NHS Band 5), Lead Therapist (NHS Band 6) and Head (NHS Band 7) and will mirror the NHS pay settlements as agreed from time to time.

For newly appointed therapy staff, appointment will normally be on the first point of the pay range for the grade. In exceptional circumstances, however, the appointment can be made on any of the points within the available grade range provided it can be justified and evidenced to ensure fairness, for example to recognise particular expertise and/or qualifications necessary in the post. These decisions will require the approval of the Headteacher or relevant Hub Director.

In determining the specific starting salary for a successful applicant, the line manager will base the decision on the evidence collected through the selection process, including references.

APPOINTING ABOVE THE GRADE/SCALE MINIMUM – ALL STAFF GROUPS

All decisions to appoint above the minimum of the grade/pay scale, in addition to being justified and evidenced, must be agreed with the Finance Business Partner and the People Business Partner to ensure budget constraints and the Pay Policy respectively are appropriately complied with. The recruiting manager must ensure the justification for the decision is provided for inclusion on the personnel file held by the People Team.

DISCRETIONARY ALLOWANCES AND PAYMENTS

Teaching & Learning Responsibility Payments (TLRs)

TLR1 and 2 Payments

The Trust pays TLR1 and TLR2 payments to teachers in accordance with the provisions specified in the STPCD as updated from time to time. TLR roles, and the level of TLR payment, must be proposed by the Headteacher and approved by the relevant Hub Director.

The **criteria** for the award of TLR1 and TLR2 payments are as follows:

- Before awarding any TLR1 or TLR2 payment, the Trust must be satisfied that the teacher's duties include a significant and sustained 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 judgement
 - c) requires the teacher to lead, manage and develop a subject or curriculum area; or to lead and manage pupil development across the curriculum
 - d) has an impact on the educational progress of 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.

Before awarding a TLR1 payment, the Trust must be satisfied that **in addition to** the significant responsibility referred to above the teacher must have responsibility for line management for a significant number of people.

Teachers will not be required to undertake permanent additional responsibilities as set out above without payment of an appropriate permanent TLR1 or TLR2 payment.

A teacher cannot hold two TLR1 allowances, or two TLR2 allowances, or a TLR1 and a TLR2 concurrently. Where a teacher who already holds a TLR allowance applies for and accepts a new TLR role, the original TLR will cease, and be replaced by the new one.

However, where a teacher undertakes additional responsibilities across more than one recognised TLR area of responsibility, either in full or in part, the allowance will be calculated to take both sets of duties into account. With reference to the TLR values shown in appendix 1, in such cases the amount payable must not exceed the maximum TLR1 value where the additional responsibilities involve significant line management of staff or exceed the maximum TLR2 value where the additional duties do not involve line management of staff.

TLR1 and TLR2 allowances will be paid pro rata to match the proportion of the area of responsibility the teacher is taking on. Therefore, a full-time teacher could be paid a pro-rata proportion of the full-time TLR value if they are performing a proportion of the duties rather than all. Similarly, a part-time teacher could be paid a higher or lower proportion of the TLR allowance depending on how much of the responsibility they take on.

When a TLR1 or TLR2 is awarded, the allowance to be paid must be in accordance with the weight of the role and the school's TLR structure, and the proportion of the allowance

to be paid must be assessed fairly for the circumstances, and consistently with other award decisions across the school/Trust.

Where a portion of a TLR is to be paid, whether or not the TLR duties will be shared with another teacher, there must be clearly defined parameters to the duties and time spent.

TLR3 Payments

TLR3 payments are temporary in nature and the duration of a TLR3 payment must be established at the outset. These must be for clearly time-limited school improvement projects or one-off externally driven responsibilities. There should be clear criteria for the award, level, and duration of these payments.

Before making any TLR3 payment, the Trust must ensure that the responsibilities meet a, b and d of the above TLR criteria; that they are being awarded for clearly time limited school improvement projects or externally driven responsibilities; there is a genuine development or operational need; and that the responsibilities are not a permanent or structural requirement which should instead be rewarded by means of a permanent TLR payment.

Where the Trust wishes to make TLR3 payments, the proposed responsibilities, level of payment (within the published range) and the duration of payment will be set out clearly in writing to the teacher.

TLR3 payments will not be used to replace or otherwise limit teachers' pay progression on the Main, Upper or Leading Practitioner Pay Ranges. A teacher may hold a TLR3 alongside a TLR1 or TLR2 allowance.

TLR3 allowances are not intended to be awarded consecutively for the same responsibilities. Where it is deemed necessary to do so, following assessment of the responsibilities to be performed and the most effective way to reward them, the opportunity should be opened to teachers to express an interest.

Special Educational Needs (SEN) allowances

The Trust will award SEN allowances in accordance with the criteria and provisions set out in the prevailing STPCD.

SEN allowances are awarded to qualified teaching staff where they are employed to work in a Special School or are employed specifically to work in a SEN Resource Base/Unit within a mainstream school that attracts Specially Resourced Provision (SPR) funding.

SEN1, the lowest value of the published range – for classroom teachers working with SEND pupils in a Special School or SEN Resource Base/Unit established within a mainstream school that attracts SPR funding, where the post:

- involves a substantial element of working directly with children with SEN;
- requires the exercise of a teacher's professional skills and judgement in the

- teaching of children with SEN; and
- has a greater level of involvement in the teaching of children with SEN than is the normal requirement of teachers throughout the school or unit within the school.

SEN2, the highest value of the published range – will be awarded where the teacher meets the criteria of SEN1 and, in addition, holds a relevant postgraduate diploma level qualification in an area of SEND, or has overarching responsibility for SEN provision in their setting that is not covered by a TLR.

A SEN allowance will be paid to all support staff working in a Special School or who are permanently assigned to a Resource Base/Unit that attracts SPR funding established in a mainstream school. The allowance is pro-rated for term time only and other part time working patterns.

Acting Allowances

Where any teacher is required to act as a member of the Senior Leadership Team of a school within the Trust, for a period in excess of four weeks, they will receive an additional allowance in order that the total pay received is within the established pay band of the substantive postholder.

Payments will be backdated to the day on which the teacher assumed those duties. No pressure, direct or indirect, will be placed on teachers to act up where such acting up is voluntary on their part.

OTHER PAYMENTS

Recruitment and Retention Incentives

The Trust will, only in exceptional circumstances, consider the award of a recruitment or retention allowance for posts where the Trust anticipates or encounters recruitment and/or retention difficulties. This applies to Classroom Teacher posts on the Main or Upper Pay Range, and to support staff roles in exceptional circumstances and with clear justification. The award of a recruitment and retention incentive requires the prior approval of the Director of Education for teachers, the Headteacher for school support staff and the Chief Executive Officer for Shared Services staff.

In determining whether a post will be eligible for a recruitment or retention allowance the Trust will take account of the following factors:

- For teaching staff, whether the post is in a recognised shortage subject area
- Whether the post has had to be re-advertised due to insufficient quantity and/or quality of applicants
- Whether previous recruitment to posts of a similar nature has proven difficult
- Whether there has been a high rate of staff turnover
- Any other relevant circumstance that the Trust believes is having a detrimental impact on the recruitment and retention of staff.

Where such an incentive or benefit is awarded, the Trust will determine:

- Whether the award is for recruitment or retention

- The nature of the award (e.g., cash sums, travel, housing costs, etc.) and its value
- When/how it will be paid
- The start date and expected duration of the award (being subject to a maximum of 3 years)
- The review date after which the award may be withdrawn

In any event, the gross monetary value of any recruitment or retention incentive **will not** exceed 10% of the gross annual salary of the post (excluding any other additional allowances or payments).

All recruitment and retention payments are limited to a maximum of 3 years and will be reviewed annually or at intervals determined by the Trust for the individual circumstances. The value of the allowance may be reduced over the period of payment.

Payments for Out of Hours Learning Activities

Qualified teachers who agree to provide learning activities outside of normal school hours and whose salary range does not take account of such activity may be entitled to an additional payment.

Additional payments will be made at an hourly rate with reference to each teacher's actual pay spine position, calculated as 1/1265th of the annual gross salary of the teacher.

Payment for Initial Teacher Training Activities

The Trust has decided not to exercise its discretion to make payments to teachers with regard to the provision of initial teacher training. Mentors will be allocated appropriate directed time to enable them to fulfil the duties and requirements of the role.

Payments for Continuing Professional Development

The Trust has decided not to exercise its discretion to make payments to teachers in relation to continuing professional development activities outside of normal school hours.

Payments for the provision of Services to other Schools

Where the Trust determines that members of staff should be paid for additional responsibilities or activities due to, or in respect of, the provision of services by the member of staff relating to the raising of educational standards to one or more additional schools, the rate of pay for such activities will be determined through the Maiden Erlegh Institute terms and conditions.

Allowances for Unqualified Teachers

Unqualified teachers are not permitted to hold TLR's. The Trust has the discretion to award an allowance to an unqualified teacher for either sustained additional responsibility which is focused on teaching and learning and requires the exercise of the teacher's professional skills and judgement, or for qualifications or experience that bring

added value to the role. These will be determined on a case-by-case basis by the Headteacher.

Honoraria

The Trust will not pay any honoraria to any member of the teaching staff for carrying out their professional duties as a teacher, recognising that there is no provision within the STPCD for the payment of bonuses or honoraria in any circumstances.

Support Staff may be paid an honorarium, of up to £3,000 per year (full time equivalent), to compensate for additional responsibility that does not fall within the purview of their job description, nor is covered by any other allowance provided for within this policy. Any honorarium will be calculated with reference to the grade of the additional duties and the proportion of time spent on them. It is not possible for a member of support staff to hold more than one honorarium. Honoraria must be awarded for no more than one year's duration, reviewed annually, and if it is to be continued the justification for doing so is documented.

SAFEGUARDING

The Trust will operate salary safeguarding arrangements for teachers in line with the provisions of the STPCD.

IRREGULAR WORKING PATTERNS

Workers paid under any of the following methods working throughout a consecutive period of 12 months will not be paid any more in respect of that period than they would have if they had been in regular employment throughout the period.

Short Notice/Supply Teachers

Teachers called to work on a day-to-day or other short notice basis will be paid on a daily basis calculated on the assumption that a full working year consists of 195 days; periods of employment for less than a day being calculated pro rata.

Teachers who are employed to teach for the full pupil day will be paid at a daily rate of 1/195th of the annual pay they would receive if engaged on a regular contract.

Teachers who work less than a full day will be hourly paid and will also have their salary calculated as an annual amount that will then be divided by 1265 to derive an hourly rate.

Casual support workers will be paid an hourly rate calculated from the annual salary using a 37-hour working week and 52.143 weeks calculation.

Casual Worker Pay

Casual workers are engaged to work occasionally to provide cover, for example to cover sickness absence. Pay will be the hourly rate calculated from the salary value of the

bottom spinal point of the grade for the role being covered. Such work is not subject to performance management or pay progression.

Zero Hours Employee Pay

Zero hours contracts are used where the Trust wishes to establish an employment relationship. Pay will be the hourly rate calculated from the salary value of the bottom spinal point of the grade for the role being covered. Such work is not subject to performance management or pay progression.

Additional Hours

Where a part-time class teacher works additional hours, this will be paid at the hourly rate described above and must be agreed in advance with the appropriate manager.

For support staff, a part-time employee working additional hours that do not take them over the full-time equivalent will be paid at the flat rate. Overtime for any member of support staff that is additional to full-time equivalent hours will be paid at flat rate. All additional hours and overtime must be agreed in advance by the appropriate manager.

Only support staff on grades one to six inclusive can claim overtime. Staff on higher grades are expected to work occasional extra hours if needed as part of their more senior roles and duties.

5. PAY PROGRESSION

TEACHING STAFF PAY PROGRESSION

Teachers can expect to progress incrementally if they have headroom on their pay grade, and provided they are not subject to formal or informal support to improve performance. Whilst performance is not directly linked to pay for most teachers the Trust Staff Professional Development Framework sets out the annual cycle of professional development activities and review.

Decisions regarding pay progression will be assured by annual monitoring of the application of the pay policy and pay decisions.

Pay recommendations will be made to the Audit and Risk Committee who will make the final decision. Incremental progression is effective from 1 September until the maximum of the applicable pay range is reached.

Where the post holder is at the maximum of their salary range, only cost of living increases will apply, which will take effect 1 September annually.

The rate of pay progression is limited to a maximum of one spinal point on the relevant pay scale.

Classroom Teachers on the Main Pay Range

Classroom teachers can expect to progress incrementally if they have headroom on the pay range, provided they are not subject to formal or informal support to improve performance. This must have been raised in writing with the teacher during the academic year, and there has not been sufficient improvement through support provided by the school by the conclusion of that process.

ECTs will be awarded pay progression on the successful completion of their first year of induction.

Classroom Teachers on the Upper Pay Range

Classroom teachers may apply for progression on the Upper Pay Range unless significant concerns about standards of performance have been raised in writing with the teacher during the academic year, and there has not been sufficient improvement through support provided by the school by the conclusion of that process. Further information can be found in Appendix 3.

Leading Practitioner Teachers

Leading Practitioner teachers will be awarded pay progression on their pay scales unless significant concerns about standards of performance have been raised in writing with the teacher during the academic year, and there has not been sufficient improvement through support provided by the school by the conclusion of that process.

Unqualified Classroom Teachers

Unqualified classroom teachers will be awarded pay progression on their pay scale unless significant concerns about standards of performance have been raised in writing with the teacher during the academic year, and there has not been sufficient improvement through support provided by the school by the conclusion of that process.

Leadership Teachers

Leadership teachers will be awarded pay progression on their pay scale unless significant concerns about standards of performance have been raised in writing with the teacher during the academic year, and there has not been sufficient improvement through support provided by the school by the conclusion of that process.

SUPPORT STAFF PAY PROGRESSION

Support staff can expect to progress incrementally if they have headroom on their pay grade and provided they are not subject to formal or informal support to improve performance. Whilst performance is not directly linked to pay for most support staff the Trust Support Staff Performance and Development Framework sets out the annual cycle of professional development activities and review.

Support staff will be awarded pay progression on their pay scale unless significant concerns about standards of performance have been raised in writing with the employee

during the academic year, and there has not been sufficient improvement through support provided by the school by the conclusion of that process.

Decisions regarding pay progression will be assured by annual monitoring of the application of the pay policy and pay decisions.

Incremental progression is effective from 1 September until the maximum of the applicable pay range is reached.

Where the post holder is at the maximum of their salary range, only cost of living increases will apply, which will take effect 1 April annually.

The rate of pay progression is limited to a maximum of one spinal point on the relevant pay scale.

WITHHELD INCREMENTS

For all teaching and support staff, increments may be withheld when performance has been deemed to be unsatisfactory, and this is supported by the performance management process, or other informal or formal procedures such as performance capability or disciplinary. In all such cases the affected employee will be aware of the concerns and the possible consequences.

PART-TIME STAFF

Staff employed on an ongoing basis at the school and who work less than a full working week or less than a full working year are deemed to be part-time.

The Trust will give part-time teachers a written statement detailing their working time obligations and the standard mechanism used to determine their pay, subject to the provisions of the statutory pay and working time arrangements and by comparison with the school's timetabled teaching week for a full-time teacher in an equivalent post. Any additional hours worked by agreement from time to time in the same role will be paid at the same rate.

TLR1 and TLR2 allowances are paid to reflect the proportion of the additional responsibilities the teacher is performing; this may be higher or lower than the pro rata hours and base salary paid. Any TLR3 payment is not pro rata.

Part-time support staff will have their part-time hours, working weeks and pro rata salary confirmed as part of the pay progression notification.

PAY PROGRESSION AND AUTHORISED ABSENCE

Periods of maternity/paternity leave, family leave, or absence related to a disability as defined under the Equality Act 2010 will be disregarded when pay progression decisions are made. Performance management goals will be set according to the specific needs of the employee and their school, and a flexible approach to when and how reviews can

be completed will be taken. No member of staff will be denied incremental progression due to maternity leave, family leave, or absence due to a disability.

6. PAY APPEALS

ALL STAFF

In the event of any employee seeking reconsideration of a pay decision, they should follow the three-step process set out below.

Step one – the employee should first seek to resolve the matter informally through discussion with the decision-maker (usually their line manager or Headteacher) within 10 working days of the notification of the decision.

Step two - where this is not possible, or the matter is still unresolved, the employee may put their concerns in writing to the initial decision maker within 10 working days of the original decision, or the outcome of the informal discussion, to request a formal review. The table below indicates who will conduct formal reviews.

The Formal Review Panel should convene a hearing providing 10 working days to consider the employee's concerns and afford the opportunity for them to make representations in person, accompanied by a trade union representative or work colleague if desired. The employee should be informed, in writing, of the outcome of the meeting within 5 working days and notified of the right of appeal, where applicable.

Step three - if the employee wishes to appeal against the decision of the Formal Review Panel, they should make a Formal Appeal in writing within 10 working days of the written notification of the panel's decision, setting out the grounds for appeal. Any appeal against the decision of the Formal Review Panel should be heard by a panel of the Audit and Risk Committee, who were not part of the original pay decision. The appeal hearing should normally be held within 20 working days of the date of the written appeal notification, giving the employee at least 10 working days' notice of the date of the appeal.

Appellant	Informal Review	Formal Review Panel
Chief Executive Officer	Trust Board	Three Trust Board Members
Director of Education Chief Financial Officer Chief Operations Officer	Chief Executive Officer and Chair of the Board	Panel of three Trustees
Executive Headteachers / School Improvement Directors/Hub Directors	Chief Executive Officer and Director of Education	Panel of three Trustees
Headteachers	Hub Director/Director of Education and Chair of SAB	Chief Executive Officer plus two Trustees
School Senior Leaders and Teaching Staff	Headteacher	Three Executive Leaders

School Support Staff	Headteacher	Three Executive Leaders
Shared Services staff (inc. Therapists)	Directorate Leader	Three Executive Leaders

Reasons for an appeal are set out below, on the basis that the person or committee who made the decision:

- Incorrectly applied a provision of the pay policy or Staff Professional Development Framework,
- Incorrectly applied any provision of the STPCD (teachers),
- Failed to have proper regard for relevant statutory guidance,
- Failed to take proper account of relevant evidence,
- Took account of irrelevant or inaccurate evidence,
- Was biased,
- Otherwise unlawfully discriminated against the employee.

The appellant also has the right to see all relevant papers and to be accompanied by a trade union representative or a work colleague.

If the appellant wishes to submit any written evidence as part of their appeal, then they must do so at least 5 working days prior to the appeal hearing.

An agenda for a formal review panel hearing or formal appeal hearing a pay appeal is included at appendix 4.

At either the formal review stage or the appeal stage, the panel can decide to invite the decision maker at the previous stage to attend to explain their decision.

This procedure fulfils the function of the grievance procedure and therefore pay decisions cannot be initiated or reopened under the general grievance procedure. The decision reached by the formal appeal panel is final.

7. TUPE

The Trust will seek to harmonise pay and conditions for all staff members joining the Trust through the Transfer of Undertaking Protection of Employment (TUPE) route. Any measure(s) the Trust plans to take will be outlined in writing and will undergo a full consultation with the potentially affected staff body.

Where an employee transfers into the Trust with enhanced terms of employment when compared to Trust terms, those enhanced terms will continue to apply.

8. POLICY REVIEW

This policy will be formally reviewed and adopted by the Trust annually following the publication of the School Teachers' Pay & Conditions Document. Appendices may be amended during the year to apply changes to the NJC Scale Points when published.

APPENDIX 1 – PAY SCALES

Pay Structure

The Trust recognises the minimum and maximum of the established pay ranges as outlined in the School Teachers' Pay and Conditions Document (STPCD). Applicable from 1 September 2026:

Classroom Teachers

Pay Point	E&W (Exc. London)	Fringe
MET-MPR1	£34,069	£35,602
MET-MPR2	£36,042	£37,647
MET-MPR3	£38,400	£39,979
MET-MPR4	£40,941	£42,513
MET-MPR5	£43,529	£45,070
MET-MPR6	£46,940	£48,479
MET-UPR1	£49,134	£50,625
MET-UPR2	£50,956	£52,442
MET-UPR3	£52,835	£54,328

Teaching and Learning Responsibility

TLR Band	TLR Value
TLR 1a	£10,531
TLR 1b	£14,175
TLR 1c	£17,819
TLR 2a	£3,651
TLR 2b	£6,283
TLR 2c	£8,913
TLR 3	£727 - £3,600

SEN Allowance (Teachers)

SEN Band	SEN Value
MET-SEN1 Min	£2,885
MET-SEN2 Max	£5,690

SEN Allowance (Support Staff)

SEN Band	SEN Value
MET-SS-SEN	£1,590.00

Leading Practitioner

LP Point	E&W (Exc. London)	Fringe
MET-LP1	£53,847	£55,332
MET-LP2	£55,497	£56,979
MET-LP3	£57,145	£58,627
MET-LP4	£58,793	£60,275
MET-LP5	£60,440	£61,922
MET-LP6	£62,089	£63,570
MET-LP7	£63,736	£65,218
MET-LP8	£65,384	£66,866
MET-LP9	£67,031	£68,513
MET-LP10	£68,680	£70,162
MET-LP11	£70,328	£71,809
MET-LP12	£71,974	£73,458
MET-LP13	£73,622	£75,105
MET-LP14	£75,271	£76,754
MET-LP15	£76,919	£78,402
MET-LP16	£78,566	£80,048
MET-LP17	£80,213	£81,696
MET-LP18	£81,861	£83,347

LP Band 1	LP1 – LP7
LP Band 2	LP5 – LP11
LP Band 3	LP11 – LP15
LP Band 4	LP14 – LP18

Unqualified Teacher

UNQ Band	E&W (Exc. London)	Fringe
MET-UNQ1	£23,732	£24,909
MET-UNQ2	£26,075	£27,589
MET-UNQ3	£28,758	£30,272
MET-UNQ4	£31,124	£32,636
MET-UNQ5	£33,811	£35,321
MET-UNQ6	£36,494	£38,004

Leadership

Leadership Spine	E&W (Exc. London)	Fringe Area
1	£53,586	£55,060
2	£54,927	£56,404
3	£56,298	£57,776
4	£57,699	£59,185
5	£59,137	£60,624
6	£60,619	£62,102
7	£62,251	£63,738
8	£63,688	£65,166
9	£65,278	£66,758
10	£66,956	£68,435
11	£68,691	£70,169
12	£70,275	£71,759
13	£72,032	£73,517
14	£73,827	£75,310
15	£75,664	£77,141
16	£77,676	£79,158
17	£79,460	£80,953
18	£81,457	£82,939
19	£83,478	£84,957
20	£85,547	£87,036
21	£87,664	£89,153
22	£89,842	£91,326
23	£92,065	£93,545

Cont.

Leadership Spine	E&W (Exc. London)	Fringe Area
24	£94,349	£95,836
25	£96,694	£98,174
26	£99,086	£100,571
27	£101,540	£103,021
28	£104,059	£105,536
29	£106,637	£108,119
30	£109,291	£110,764
31	£111,990	£113,475
32	£114,774	£116,260
33	£117,624	£119,111
34	£120,532	£122,018
35	£123,528	£125,014
36	£126,587	£128,068
37	£129,733	£131,218
38	£132,943	£134,426
39	£136,184	£137,662
40	£139,581	£141,070
41	£143,069	£144,551
42	£146,653	£148,138
43	£148,829	£150,301

School Improvement Director Scale

Director Scale	Salary
Dir-1	£89,838
Dir-2	£92,063
Dir-3	£94,346
Dir-4	£96,690
Dir-5	£99,083
Dir-6	£101,538
Dir-7	£104,057

Support Staff Pay Scale – applicable from 1 April 2026

Grade	SCP	Apr-26	Grade	SCP	Apr-26
1	1	Deleted	9	35	£47,665
	2	Deleted		36	£48,738
2	3	£25,614		37	£49,817
	4	£26,016		38	£50,908
3	5	£26,427		39	£51,928
	6	£26,847		40	£53,051
4	7	£27,274	10	41	£54,143
	8	£27,709		42	£55,224
	9	£28,153		43	£56,293
	10	£28,608		44	£57,451
	11	£29,071		45	£58,604
	12	£29,542		46	£59,778
5	13	£30,023	11	47	£60,957
	14	£30,515		48	£62,126
	15	£31,015		49	£63,292
	16	£31,525		50	£64,461
	17	£32,046		51	£65,632
	18	£32,578		52	£66,808
6	19	£33,119	12	53	£68,006
	20	£33,673		54	£69,226
	21	£34,237		55	£70,469
	22	£34,811		56	£71,735
	23	£35,570		57	£73,024
	24	£36,581		58	£74,337
	25	£37,563		59	£75,675
7	26	£38,510	13	60	£77,037
	27	£39,481		61	£78,424
	28	£40,444		62	£79,838
	29	£41,177		63	£81,277
	30	£42,123		64	£82,743
8	31	£43,149	14	65	£84,236
	32	£44,253		66	£85,757
	33	£45,529		67	£87,306
	34	£46,579		68	£88,884
				69	£90,491
				70	£89,185
					£92,128

NJC Outer Fringe Area Allowance = £753.00 per annum (April 2026)

Therapist Scales

Therapists will be employed on 200 working day per year contracts, equivalent to term time only plus 10 days. The salary listed below is the actual salary a practitioner will earn for a 200 working day per annum contract and it's equivalent NHS Banding and MET scale point.

Role	MET SCP	Salary
Therapy Assistant (NHS Band 3)		
Therapy Assistant 1	12	£25,670
Therapy Assistant 2	14	£26,914
Therapy Assistant 3	16	£27,805
Therapist (NHS Band 5)		
Therapist 1	23	£31,515
Therapist 2	25	£33,281
Therapist 3	27	£34,980
Therapist 4	30	£37,658
Lead Therapist (NHS Band 6)		
Lead Therapist 1	32	£39,562
Lead Therapist 2	34	£41,642
Lead Therapist 3	36	£43,572
Lead Therapist 4	38	£45,512
Lead Therapist 5	40	£47,427
Head of Therapy (NHS Band 7)		
Head of Therapy 1	42	£49,591
Head of Therapy 2	44	£51,591
Head of Therapy 3	46	£53,681
Head of Therapy 4	48	£55,789
Head of Therapy 5	50	£57,886

APPENDIX 2 - SCHOOL GROUP SIZE CHART

The group size of a school is determined using formulae set out in the School Teachers' Pay and Conditions Document, based on pupil numbers determined through School Census data.

The group size is used by the Trust to determine the individual salary range for Headteachers and other senior leaders, as set out in the spinal point range tables in the Basic Pay Determination on Appointment section of this pay policy.

The group size of a school can vary over time and will be reviewed annually.

The group sizes for 2026/27 are:

School	Group Size
Great Hollands Primary School	2
Birch Hill Primary School and Nursery	3
John Rankin Schools	4
Hamilton School	4
Horizons AP Academy	4
Oak Tree School	5
Maiden Erlegh Chiltern Edge	3
Maiden Erlegh School in Reading	6
Maiden Erlegh School	8
River Academy	6

APPENDIX 3 – MOVEMENT TO UPPER PAY RANGE

The Upper Pay Range (UPR) is a pay range offering significantly higher pay than the main pay range for teachers. Any teacher who has a good grounding in teaching and pastoral practice and the consistent demonstration of professional standards, and experience of a broadened range of responsibilities undertaken, is encouraged to consider an application to move to the UPR. Accessing the UPR is often referred to as 'crossing the threshold'.

Progression along the UPR is subject to rigorous assessment of substantial and sustained performance by Headteachers, using evidence of having met the goals and responsibilities of the role, and the capacity to meet the responsibilities that progression to the next level will bring.

Eligibility criteria

The Trust expects teachers to have *at least* four years' experience working as a qualified teacher before making an application to move to the UPR. In most circumstances, an applicant will have reached MPR6 before considering an application for UPR. This allows for the development of good practice through experience, that can then be demonstrated through the application process.

It is the responsibility of the teacher to decide whether or not they wish to apply to be paid on the Upper Pay Range. Any teacher considering applying must make their line manager aware in plenty of time that they wish to work towards this and should consult their line manager as part of their wider career planning to ensure opportunities to gather experience and evidence are provided.

The Staff Professional Development Framework can be used to support the career aspirations of teachers through goal setting and development opportunities, and two consecutive reviews under that framework will usually be needed to support a UPR application.

Existing UPR teachers are entitled to move up the UPR scale, providing they have demonstrated that they have continued to meet the criteria, with a substantively greater impact across the school and potentially the Trust, than when they last moved onto or along UPR (see further details below). Sufficient time must be allowed for this impact to be demonstrated.

Managers and Headteachers have a responsibility to remind staff that they should think about their career progression and flag updates and processes for applications.

Applications and Evidence

Applications must be made by 30 June in advance of the academic year for which the UPR request is being made. Only one application can be made per academic year. Where teachers wish to be assessed, they should notify their line manager in writing.

All applications for UPR will be assessed against the criteria set out below and in accordance with the requirements of the School Teachers' Pay and Conditions Document.

Evidence presented in support of an application to move onto or along the UPR should not relate to responsibilities already being recognised with a TLR.

The evidence must demonstrate how the teacher has met the general expectations and definitions of highly competent, substantial, and sustained; and how they have grown professionally with resultant impact on their practice and outcomes for students.

The forms of evidence that can be used to support applications to progress onto UPR, or along UPR, are contained in the Trust's Continuous Improvement Strategy. Evidence from previous schools can be used where the teacher has not been with the Trust for the full two years otherwise required. Please note that to eliminate unnecessary duplication, evidence can be signposted where it clearly exists elsewhere.

Key areas that must be evidenced include:

- Student attainment, progress, and outcomes – the key is evidence of a high level of competence and that contribution and impact is substantial and sustained. Data, lesson feedback, book-looks, etc. may be useful sources of evidence.
- Examples of practice/work that demonstrates competence in all elements of the Teacher Standards – ideally putting forward evidence that demonstrates a range of elements in the Teacher Standards (rather than finding examples for each element).
- Making a positive contribution to the wider life and ethos of the school/Trust – this might include impact outside the teacher's direct responsibility on colleagues and students. This must be substantial and sustained and could be through coaching, mentoring, contribution to teaching and learning, sharing best practice, etc

The application form at the end of this guide must be used to apply to progress onto the UPR and submitted to the teacher's line manager and Headteacher along with the two reviews mentioned above. Evidence presented in support of an application must be verified by the Headteacher.

Assessment criteria

In general, the expectations of a UPR teacher are:

- that they are a positive role model for teaching and learning
- that they make a tangible contribution to the raising of pupil standards
- that they mentor and support colleagues in all aspects of their work and development
- that they make an effective contribution to the work of the wider team
- that they embrace opportunities for personal and professional development and translate this into effectively improving student outcomes

An application from a qualified teacher will be successful where the Trustees are satisfied that:

- a) The teacher is **highly competent** in all elements of the Teachers' Standards; and
b) The teacher's achievements and contribution to the Trust are **substantial** and **sustained**.

The Trust interprets highly competent to typically mean:

- the teacher usually has at least 4 years teaching experience with QTS.
- the teacher's professional practice is consistently effective and well-informed, based on up-to-date reputable evidence.
- classroom/professional practice is at least consistently effective with a significant proportion of highly effective practice (including pastoral teaching).
- the teacher is able to evaluate learning and teaching accurately and effectively (in accordance with the Trust's Continuous Improvement Strategy).
- the teacher models best practice (e.g., in lessons through an open-door policy and in their conduct and approach around school).
- competence is of the level whereby the teacher might be able to design and lead CPD sessions and programmes.
- competence is of the level whereby the teacher is able to contribute to the professional development of others through coaching and/or mentoring, with evidence of impact.
- professional collaboration is of the level whereby their participation in, and contribution to meetings and professional development are constructive, collaborative and solution-focused, in the best interests of the pupils/students, the school and the Trust.

The Trust interprets Substantial and Sustained to mean:

- the teacher makes a demonstrable impact on the depth of learning and quality of sustained progress of pupils/students in their care.
- the teacher makes a demonstrable contribution to the closing of pupil/student attainment gaps.
- the teacher contributes to mentoring of individuals/groups so that they meet/exceed their benchmarks.
- the teacher can design sequences of learning and select appropriate pedagogy and approaches e.g., for classes but also revision sessions/intervention programmes.
- the teacher demonstrably contributes more broadly to the life of the school and Trust.
- the teacher's contributions have been maintained over a period of time; this will usually require the assessor to be assured that the teacher has had at least two consecutive professional growth framework cycle reviews demonstrating the required standard has been met and can show they have the capacity to continue to do so in the future.
- The teacher makes a demonstrable impact on the personal development and pastoral care of the pupils/students.
- The teacher has had at least two consecutive end of cycle assessments demonstrating the required standard has been met.

In general, the expectations for each of the three UPR spinal points are:

- **UPR1** – demonstrating a sustained contribution to the department or team.

- **UPR2** – supporting individuals and improvement priorities beyond their own department or team.
- **UPR3** – Substantial contributions to identified whole school improvement priorities or contributing to improvement priorities in other settings and/or across the trust.

The Trust expects a teacher on UPR1 to at least continue to meet the general expectations and definitions of highly competent, substantial, and sustained, as set out above, while continuing to widen and deepen their professional understanding, skills, and impact. Progression to UPR2 and then UPR3 will be based on evidence of achievement at UPR1 or UPR2 respectively, in addition to demonstrably greater substantial and sustained impact in their work.

Assessment Process

The initial assessment will be made by the line manager who will, in assessing against the criteria above, ensure that the contribution of a part-time teacher is considered equitably bearing in mind their working hours.

A recommendation will then be put to the Headteacher, which will be followed by a meeting between the teacher and their Headteacher to discuss the application.

The Headteacher will review all applications to ensure consistency of approach across line managers. Once the Headteacher has assessed the evidence, a recommendation will be made to the Trust for final moderation, review, and approval.

For the purposes of this pay policy, the Trust will be satisfied that the teacher has met the expectations for progression to the UPR where the above criteria have been consistently met as evidenced over no more than two review years.

In making its decision, the Trust will have regard to the most recent year's evidence or, at most, the two most recent years. This includes any significant concerns about standards of performance, that have been raised in writing with the teacher during the annual performance management cycle, and where there has not been sufficient improvement through support provided by the school by the conclusion of that process.

The ultimate decision for progression lies with the Audit and Risk Committee who will consider the recommendations alongside an assessment of affordability. The Committee usually meet in November.

Assessment Outcomes and next steps

Successful applicants will be moved onto the UPR with effect from 1 September of the calendar year they applied. It is the Trust's policy to place teachers who have successfully applied to access the UPR on the minimum of the range.

If the application is unsuccessful, the Headteacher will outline the reasons in a formal letter. Feedback for unsuccessful teachers will have a developmental focus, stating specifically which UPR criteria were met, and which were not met, and confirming the

right to appeal. The letter will include guidance on what the member of staff needs to do to meet eligibility criteria in the future.

If a teacher is simultaneously employed at another school, the Trust will not be bound by any pay decision made by that school.

Any appeal against a decision not to move the teacher onto the UPR will be heard under the Trust's pay appeals procedure contained in this Pay Policy.

The Staff Professional Development Framework will be used to map out the opportunities for teachers to continue to grow and develop, with the appropriate CPD in place to support. Development goals set should be challenging and designed to maintain the level of professional practice already achieved, and to push for continued professional growth.

Upper Pay Range Application Form

Upper Pay Range Application Form (for movement onto or along the Upper Pay Range)

Name	
Role	
School	
Department	
Date	
Application Type (*delete as applicable)	Move onto UPR / Move along UPR*
Current Spinal Point (e.g., M6, UPR1)	
Signed	

Name of Assessor	
Position	
Date Received	
Recommendation, with rationale	
Signed	
Date Assessed	

To support your application, please provide evidence under the following headings (*summary bullet points and links to sources of evidence are appropriate - additional evidence may also be attached*)

D) Evidence that you are/continue to be a highly competent teacher in all elements of the Teachers' Standards.

D) Evidence that your achievements and contribution to the school/trust are substantial and sustained (please make explicit links to the published criteria).

D) Opportunities that you have taken to develop professionally over the last two years (including links to professional development framework reviews) and reflections on how your professional development has had a positive impact for pupils/students.

D) (for movement along UPR only) That your contribution to the school/Trust has substantively widened, or impact for students and pupils has strengthened since your last move onto or along the UPR.

APPENDIX 4 - AGENDA FOR PAY APPEAL HEARING

Maiden Erlegh Trust

(DATE)

(TIME)

1. Introduction of all those present.
2. The appellant and/or their representative to present their reasons for appeal with any supporting evidence and calling witnesses* if applicable.
3. The representative of the formal review stage /head teacher to ask questions of the appellant and witnesses* if applicable.
4. The Appeal Panel to ask questions of the appellant and witnesses* if applicable.
5. The representative of the formal review stage/head teacher to respond to the appellant's appeal and calling witnesses* if applicable.
6. The appellant and/or their representative to ask questions of the representative of the formal review stage/head teacher.
7. The Appeal Panel to ask questions of the representative of the formal review stage/head teacher.
8. The appellant and/or their representative to summarise.
9. The representative of the formal review stage/head teacher to summarise.
10. Hearing to be adjourned whilst all parties, except the Appeals Panel, their adviser and the Clerk, leave the room.
11. The parties will be recalled and if the Appeals Panel has reached a decision this will be confirmed.

*Where witnesses are called it is usually advisable that they are called in one at a time. They should be questioned by the other party and the panel, if necessary, before being asked to leave and the next witness called in.