

Balcarras Trust Pay Policy

Reviewing Member of Staff: Louise Morgan, CFOO
Date approved by Trustees: November 2025
Next Review: November 2026

1. INTRODUCTION

- 1.1. In adopting this pay policy the aim is to:
 - 1.1.1. Maximise the quality of teaching and learning across the Trust.
 - 1.1.2. Enable the Trust to recognise and reward staff appropriately for their contribution to the school and Trust.
 - 1.1.3. Guide and assist the Headteacher in the strategic and day-to-day management of each Trust school and its staff.
 - 1.1.4. Adopt a Trust-wide approach to pay issues, with pay decisions taken in the context of full consideration of the resources available to the Trust.
 - 1.1.5. Enhance the effectiveness of the Trust by ensuring that all staff are treated fairly, objectively and consistently in recognising and rewarding their contribution to their school and to the Trust. This policy is intended to be compliant with all equalities legislation.
 - 1.1.6. Support the Trust Improvement Plan and supplement other staff related policies relating to equal treatment, appointment and selection, performance management and staff development.
 - 1.1.7. Support the recruitment and retention of a high-quality workforce which will maximise the quality of learning in schools in the Trust.
 - 1.1.8. Provide a framework for making all staff aware of the Trusts' policies in relation to pay and to encourage their participation in developing these policies through consultation.
 - 1.1.9. Ensure that the Trust meets its legal responsibilities under the School Teachers Pay and Conditions Document (STPCD), local and national agreements, legislation and regulation.
 - 1.1.10. Ensure employees who transfer or have transferred into the Trust on more generous terms and conditions than those specified in this policy will be protected on those terms in accordance with TUPE regulations.
 - 1.1.11. Ensure all pay decisions are approved by the CFO in consultation with the CEO. The recommended pay awards will also have had to have been included in the budget for the year.
- 1.2. Any performance related pay decisions at this Trust are recommended by the Headteacher/School Governors/Line Manager and approved by CFO in consultation with the CEO assuming that all appraisal targets have been met.
- 1.3. Any changes/increases to pay scales, outside of any local or national agreements, will be recommended by the Trust Finance committee and agreed by the Trust Board.
- 1.4. When implementing our pay policy, we will abide by:
 - The Employment Relations Act 1999, which establishes several statutory work rights
 - The Part-time Workers (Prevention of Less Favourable Treatment) Regulations 2000 and the Fixed-Term Employees (Prevention of Less Favourable Treatment) Regulations 2002, which require us to ensure part-time and fixed-term workers are treated fairly

- The Equality Act 2010, which requires schools to have due regard to the need to eliminate discrimination and advance equality of opportunity and foster good relations between people who share a protected characteristic and those who do not share it
- The Seven Principles of Public Life, which require those conducting the procedures to be objective, open and accountable
- The Data Protection Act 2018, which sets out requirements on how we handle personal data

Our procedures for addressing grievances in relation to pay are based on the ACAS grievance code of practice and are set out in the Trust's staff grievance policy.

Our procedures for assessing early career teachers' performance and progress comply with the DfE's statutory guidance on Induction for Early Career Teachers (England).

2. TERMS OF REFERENCE – Trust Board

- 2.1. The Trust Finance committee (with support from a Trustee with HR expertise if appropriate) – to apply the Trust's Pay Policy and make recommendations to the Trust Board.
- 2.2. To ensure that this policy links effectively with the Trust's Appraisal Policy for teachers and for support staff.
- 2.3. To ensure that the Trust's HR Advisor provides all members of staff with a current and accurate job description and that this document is regularly reviewed.
- 2.4. To regularly review the Trust's pay scales for leadership and teaching staff and support staff where not covered by national agreement.
- 2.5. The Trust recognises its legal obligations in relation to equal pay and equal treatment.

2.6. TERMS OF REFERENCE – School Governors

- 2.7. Where appropriate, to make recommendations for the annual performance related pay decisions for relevant staff. The School Governors pay panel will keep its work and the results of individual reviews and decisions confidential.

3. PAY ARRANGEMENTS

- 3.1 Employees of the Trust will be paid monthly, on the 26th of each month, and have access to online payslips via the Trust's payroll system (as outlined in the staff handbook). Whilst every effort will be made to ensure pay is accurate, the Trust acknowledges that occasionally errors do occur and employees can be overpaid or underpaid salary, allowances or benefits. We have a responsibility to ensure that staff are paid correctly for work undertaken. Where an employee has a reasonable belief that the overpayment made was money to which they were entitled, the employee should discuss this with their line manager.
- 3.2 Under Section 14 of the Employment Rights Act 1996 (the Act), the Trust may recover any overpayment of wages made to an employee through deduction from future wages without this being considered to be an unauthorised deduction. This also applies to any

overpayment of expenses incurred by the employee in carrying out their employment.

- 3.3 Any underpayments will be rectified in the next pay period. In exceptional circumstances, an interim payment may be made to an employee. Any interim payments will be agreed by the Chief Financial Officer.
- 3.4 An interim payment will not be made where the shortfall in pay is caused by the employee submitting timesheets or travel claims to payroll after the published deadlines. Deadlines can be found in the staff handbook.

4. PAY REVIEWS

- 4.1. Teachers: The Trust will ensure that each teacher's salary is reviewed annually with effect from 1st September and no later than 31st October each year. All teachers will be given a written statement setting out their salary and any other financial benefits to which they are entitled.
- 4.2. Support Staff: The Trust will review support staff salary annually by 1st April.
- 4.3. Reviews may take place at other times of the year to reflect any changes in circumstances or job description that lead to a change in the basis for calculating an individual's pay. This is subject to Job Evaluation. A written statement will be given after any review and where applicable will give information about the basis on which it was made.
- 4.4. Pay appeals will be heard by a panel – please see appendix 1.

5. BASIC PAY DETERMINATION ON APPOINTMENT

- 5.1. The HR Advisor in conjunction with CFO will determine the pay range for a vacancy prior to advertising it. In determining the pay range it may take into account a range of factors, including:
 - 5.1.1. The nature and responsibilities of the post
 - 5.1.2. How closely the appointee meets the level of qualifications, skills and experience required
 - 5.1.3. Pay relativities within the Trust
 - 5.1.4. The Trust's ability to recruit and retain staff
 - 5.1.5. Market conditions
 - 5.1.6. Wider Trust context
- 5.2. There is no assumption that a staff member will be paid at the same rate as they were being paid in a previous academy or school. The rate of pay will be determined by the Headteacher in consultation with HR Advisor, CFO and CEO when appropriate.
- 5.3. On appointment, in determining the starting salary within that range to be offered to the successful candidate, they may take account of the successful applicant's skills and experience and appoint at a higher point within the range.

6. EXECUTIVE PAY

- 6.1 Executive pay within The Balcarras Trust is set in accordance with the principles outlined

in the Academy Trust Handbook and is reviewed annually.

6.2 The Trust Board exercises robust scrutiny to ensure that executive salaries are justified, proportionate, and reflect the level of responsibility and challenge associated with each role. As part of this process, the Trust involves external parties in the scrutiny of executive pay, ensuring that decisions are informed by independent expertise. Benchmarking against comparable roles within the sector is undertaken before a recommendation takes place. All recommendations regarding remuneration are documented then ratified by the Trust Board to ensure transparency and accountability.

6.3 The Balcarras Trust is committed to ensuring that all Executive pay arrangements represent good value for money and stand up to public scrutiny. All relevant information about Executive pay is recorded in the Trust's register of interests and is disclosed in the annual financial statements.

7. TEACHER PAY

The pay and conditions of service for Teachers employed in the Trust are in accordance with the National Conditions of Service for Teachers in England and Wales (Burgundy Book), the School Teachers Pay & Conditions Document (STPCD) and those agreed locally and applied by the Trust in accordance with TUPE regulations.

PAY PROGRESSION

- 7.1. The Headteacher will consider recommendations to increase the salary of a teacher who has completed a year of employment since the previous annual pay determination (as defined in the School Teachers Pay & Conditions document).
- 7.2. At The Balcarras Trust, incremental progression to the top of salary scales is automatic for teaching staff on the main pay range (Main scale) *unless* the headteacher has determined there is unsatisfactory performance.
- 7.3. Decisions regarding pay progression will be made with reference to the employee's appraisal/performance management reports and the pay recommendations they contain. It is possible for a 'no progression' determination to be made without recourse to the capability procedure.
- 7.4. In the case of Early Career Teachers (ECTs), appraisal arrangements are different and pay decisions will be made by means of the statutory induction process.
- 7.5. To be fair and transparent, assessments of performance will be properly rooted in evidence as outlined in the Trust appraisal policies.
- 7.6. We will ensure fairness by using evidence from:
 - 7.6.1. teacher self-audits,
 - 7.6.2. evaluation of performance management targets,
 - 7.6.3. lesson observations,
 - 7.6.4. pupil progress data,
 - 7.6.5. teacher development plans,
 - 7.6.6. other relevant information – objectives and performance management discussions will not be based on teacher generated data and predictions, or

solely on the assessment data for a single group of pupils.

7.6.7. Staff conduct

- 7.7. Staff appraisal reports may contain pay recommendations. These will be ratified by the Headteacher and then subject to approval by the Trust Finance committee having regard to the performance management report and considering advice from the senior leadership team.
- 7.8. The Balcarras Trust Chief Finance Officer will ensure that appropriate funding is allocated for pay decisions made under this policy.

8. PAY SCALE FOR MAIN PAY RANGE TEACHERS

- 8.1. The Trust Finance Committee will review the main pay range annually taking into consideration School Teacher Pay and Conditions Document (STPCD) recommendations, market and inflationary factors and determine the pay scale for all posts. Any recommendation made by the Trust Finance committee is subject to Trust Board approval.
- 8.2. Part-time staff are paid at the appropriate scale pro-rated to reflect the hours contracted to work as advised by the STPCD – please refer to appendix 6.
- 8.3. Any pay increase awarded to a teacher on the main/upper pay range will be permanent for as long as the employee remains continuously within the Trust as a teacher.
- 8.4. Teachers will have the right to be considered for progression between pay bands below the leadership group, and such progression will not unreasonably be withheld. Progression between pay bands will be determined by a teacher's performance against the teacher standards and the Trust's career stage expectations, unless as outlined in 7.3

8.5. PAY SCALE FOR UPPER PAY RANGE TEACHERS

- 8.6. Teachers will be eligible for consideration for a pay award in line with The Balcarras Trust career stage expectations document (please see appendix 3) if they are assessed as fully meeting the relevant standards and they have achieved the other specific performance targets allocated to them. Such progression will be no more than one point on the salary range per annum up to the top of the range unless a teacher has made exceptional progress and the Headteacher makes a recommendation that the teacher's performance warrants more than a single point progression. This must be approved by CFO and CEO.
- 8.7. Appointment to a pay band on the UPR will be subject to the teacher meeting The Balcarras Trust criteria for progression to UPR and the allocation of accountabilities proportionate to such a senior teaching role.
- 8.8. There are two routes to the upper pay range (please see appendix 3 for further information):
 - 8.8.1. Recruitment to an upper pay range post
 - 8.8.2. Application to progress to upper pay range

9. SUPPLY TEACHERS

- 9.1. Supply teachers are defined in this policy as teachers who are engaged on a short notice basis, where the Trust is not obliged to offer work and the teacher is not obliged to accept any work offered. Please see appendix 6.
- 9.2. Supply teachers will be paid for the hours that they are required to work including preparation, assessment and marking time where these activities are required by the Trust. Working requirements will be made clear and the hours to be claimed will be agreed with the supply teacher at the time the offer is made and before the commencement of their work. Supply teachers who work a full timetabled day should be paid for a full day, of 6.5 hours, which includes directed time. This must be agreed when the contract is offered.

10. UNQUALIFIED TEACHERS

- 10.1. Unqualified teachers will be paid on the unqualified teacher pay range.

The use of unqualified teachers is limited to very specific circumstances and only on a time-limited basis. The Trust will only consider the use of unqualified staff in the most exceptional circumstances.

- 10.2. For example:

- 10.2.1. When all attempts to secure suitable qualified teachers have failed.
- 10.2.2. When the unqualified teacher possesses proven specialist skills, qualifications and experience to enable the headteacher to guarantee a quality of performance equivalent to that of a qualified teacher.
- 10.2.3. During a period, whereby the unqualified teacher is gaining a recognised teaching qualification or qualified teachers status including Graduate Teaching Programme (GTP) and overseas teachers. When a teacher receives notification of Qualified Teachers Status the school will review the teacher's salary in line with the School Teachers Pay and Conditions Document.
- 10.2.4. On a temporary basis whilst further attempts are made to recruit a qualified replacement.
- 10.2.5. The pay panel will pay any unqualified teacher in line with the STPCD (see appendix 4).
- 10.2.6. If during their period of employment at the school, an unqualified teacher becomes qualified, the pay will be determined on the Main Pay range from the date of qualification.
- 10.2.7. In order to progress up the unqualified teacher range, unqualified teachers will need to show that they have made good progress towards their objectives. Judgements will be properly rooted in evidence as outlined in the Trust's Staff Appraisal Policy and subject to approval by the Chief Finance Officer

11. THE LEADERSHIP GROUP

11.1. The Trust Board will establish a grading structure for the Leadership group, normally based on the STPCD Leadership/Headteacher Group guidance this ensures that Senior Leaders will be paid at the right level for the size of School. For the Leadership Group the Trust does not automatically approve scale increases each year.

11.2. Headteachers, Deputy Heads and Assistant Heads:

11.2.1. The CEO and CFO will define and set out the specific role, responsibilities and accountabilities of the post as well as the skills and relevant competencies required, in accordance with the STPCD.

11.2.2. The CEO and CFO will set a pay range for the Leadership Group based on benchmarking, size and complexity of the school

11.2.3. The CEO and CFO will ensure that the pay range selected adequately reflects the level of duties and responsibilities required of the Leadership Group.

11.2.4. The CEO and CFO will review the Leadership Group salary range when a new appointment to such a role is to be made, and periodically under other circumstances to reflect changes in the school's situation.

Annual Reviews

In the case of the Headteacher, The School Governors and External School Improvement Partner will assist in conducting the annual performance appraisal. This may contain pay recommendations or pay scale increases. The Trust will assess these recommendations and make the decision based on the evidence, criteria and performance of the school in meeting its objectives.

In the case of the Deputy and or Assistant Heads, the Headteacher will conduct the annual performance appraisal. This may contain pay recommendations or pay scale increases. The Trust will assess these recommendations and make the decision based on the evidence, criteria and performance of the school in meeting its objectives.

The CEO, CFO and HR Advisor will review Leadership Group pay range when there is a vacancy in the leadership team, or a significant change in the school's circumstances.

12. EXECUTIVE PAY

12.1 Executive Pay is reviewed annually via performance review.

In the case of the CEO, a member of the Trustee Board, usually the Chair, will meet with the CEO and an external advisor to review performance, outcome and recommendations regarding pay progression. Any recommendations are benchmarked against relevant markets and sectors and a written recommendation submitted to the Board of Trustees for ratification. CEO pay is recorded and published in line with the Academies Handbook.

13. DISCRETIONARY ALLOWANCES & PAYMENTS

13.1. The Trust will only use such allowances under very specific circumstances where

there are clear operational reasons to justify the additional payment. This reason will be clearly identified in each case and will be reflected in job descriptions and/or appointment letters. For part-time staff the allowance or payment will be pro-rata.

- 13.2. In relation to the Headteacher, any additional payment under this section will form part of the 25% limit on the use of all discretions unless the Trust choose to use the “wholly exceptional circumstances” discretion. The Headteacher pay range should take into account difficulties in recruitment or retention so no additional allowance can be paid to the headteacher for these reasons.

14. TEACHING AND LEARNING RESPONSIBILITY PAYMENTS

- 14.1. The Headteacher/Pay panel may award a TLR to a classroom teacher. TLR 1 or 2 will be for clearly defined and sustained additional responsibility in the context of the school’s staffing structure for the purpose of ensuring the continued delivery of high-quality teaching and learning.
- 14.2. The job descriptions will make clear the responsibility or package of responsibilities for which a TLR is awarded, taking into account the criterion and factors set out in the STPCD, including for TLR 1 significant line management responsibilities *e.g. the school may determine a management ratio of at least 1 to 10.*
- 14.3. Details of this structure and the value of TLR payments to be used in The Balcarras Trust are detailed in appendix 4.
- 14.4. The Trust may award a TLR3 for clearly time-limited school improvement projects, or one-off externally driven responsibilities as set out in the STPCD [*This would not normally be for a period of more than 1 year but may be for a much shorter period.*]
- 14.5. The HR Advisor will set out in writing to the teacher the duration of the fixed term, and the amount of the award which will be paid in monthly instalments. At the end of the fixed term period the employee returns to their substantive role and no safeguarding will apply in relation to an award of a TLR3.
- 14.6. Only one TLR 1 or 2 may be held at any time. Where duties of the post holder substantially change, the value of the TLR should be reviewed.

14.7. Temporary and Acting TLR 1 & 2 Payments

- 14.7.1. Temporary awards of TLR payments will only be made during the absence of permanent TLR post holders or where there is a vacancy. Where temporary awards are made the reason for the temporary award will be made clear in writing together with the date the award will end and/or the event that will bring the additional duties and associated allowance to an end.

14.8. Special educational needs (SEN) Allowances

- 14.8.1. The Trust will award an SEN allowance to any classroom teacher who meets the criteria as set out in the STPCD document.
- 14.8.2. When deciding on the amount of the allowance to be paid, the Trust will take into account the structure of the school’s SEN provision, whether any mandatory qualifications are required for the post, the qualifications or

expertise of the teacher relevant to the post, and the relative demands of the post.

14.9. Recruitment and Retention incentives

- 14.9.1. Payment of recruitment or a retention incentive will be determined on the basis of local market conditions.
- 14.9.2. The Trust has the discretion to award an allowance or other benefit to attract a suitable candidate to a post or to retain a teacher in a post. The Head of HR will make clear at the outset, in writing, the expected duration of any such incentive or benefits, the review date and date after which benefits may be withdrawn.

15. SCHOOL SUPPORT STAFF

The pay and conditions of service for support staff employed in the Trust are in accordance with the National Joint Council for Local Government Services (The Green Book) and those agreed locally and applied by the Trust in accordance with TUPE regulations.

15.1. Determination of grades

- 15.1.1. The Trust will follow the National Joint Council grading structure for support staff. This structure is published in appendix 5 at the end of this document.
- 15.1.2. The HR Advisor will be responsible for ensuring that support staff grading is reviewed when:
 - 15.1.2.1. New posts are created.
 - 15.1.2.2. An existing post has changed to the extent that an evaluation is felt to be necessary.
 - 15.1.2.3. A member of staff requests a review of the grade of their post.
 - 15.1.2.4. A member of staff gains an appropriate qualification relevant to their role.

15.2. Determination of starting salary on initial appointment to the Trust

- 15.2.1. Support staff new to the Trust will normally be placed on the minimum point of the scale to which they have been appointed.

Pay progression

- 15.2.2. Incremental progression to the top of salary scales is automatic for support staff *unless* the headteacher has determined there is unsatisfactory performance. Annual progression within a salary scale is intended to be recognition that members of the school's staff have met the requirements of their job and made a full contribution to the work of the school.
- 15.2.3. Support staff who meet this requirement will be entitled to progress to the next point on scale on 1st April each year based on satisfactory service throughout the previous calendar year.

- 15.2.4. There are separate arrangements for staff in their first year of service when the payment of a first increment must be delayed until six months service has been accumulated following satisfactory probation period.

15.3. Review of job description and hours of work

- 15.3.1. The Trust's Finance Committee will request that the Head of HR periodically review both the job description and hours of work for members of the Trust's support staff.
- 15.3.2. The Headteacher will be expected to make recommendations for changes where it is felt that hours of work have become inappropriate for the needs of the school and/or for the re-evaluation of the grade of the post where the job description indicates that the job has changed. The HR Advisor and CFO will make the final decision, in consultation with the CEO.
- 15.3.3. The Trust recognise that not all schools within the Trust will have the same support staff roles and/or grades. This is due to the unique identity of each school.

15.4. Pay/compensation for additional work

- 15.4.1. Support staff may receive compensation for any additional work they are required to do by the Headteacher or their line manager. Permission must be sought before additional work is undertaken.
- 15.4.2. Compensation will be agreed when permission is given for the additional work and will take the form of time of in-lieu at a mutually agreed time or an additional payment, paid at plain time within normal working hours. For full time staff a payment will take the form of an overtime payment at the rate specified in conditions of service. For part-time/term time only staff the payment will be at plain time until 37 hours have been worked, then overtime rates will apply for any hours worked over 37. This can be in any given working week. Time off in-lieu must not have financial implications for the school or Trust [e.g. needing supply cover].
- 15.4.3. Staff on the leadership scale should not claim for additional hours if the work is to enable them to discharge their function as defined in their job description. If additional hours are needed for other tasks, it must be agreed by the Headteacher or in the case of the Headteacher, the CEO.

The Pay Appeals Procedure

The Trust Board has adopted the following procedure to consider any Pay Appeals:

Stage 1 – Informal discussion

- Any employee who is dissatisfied with a pay decision should seek an informal discussion with the Headteacher/appraiser about pay recommendations to resolve the issue. Requests for this informal discussion should be made as soon as possible after receiving notice of the pay recommendation normally within 5 school days.
- Where an informal resolution is not possible, or where the employee continues to be dissatisfied with the decision, they may follow the formal Stage process (Stage 2).

Stage 2 - Representation

- If the informal discussion does not change the recommendation and the employee remains dissatisfied, they can submit written representations to the CEO setting out the grounds and detail of why the decision is being appealed.
- Within 10 school days of receiving the representations the Trust Pay Appeals Panel will invite the employee to discuss the matter at a formal meeting. This panel must invite the Head of HR / Chief Finance Officer to the appeal meeting.
- The member of staff has the right to be accompanied at all formal meetings by a work colleague or trade union representative if they wish
- The Trust Pay Appeals Panel outcome will be confirmed in a written pay statement by the panel. If it is decided that the appeal is upheld, contract change information will be sent to HR to process.

Stage 2 - Appeal

- If the employee remains dissatisfied with the pay decision, they may submit written representations to the Chair of the Trust Pay Appeals Panel about the pay decision. Such representation should include any additional facts/evidence for reconsideration and be submitted within 10 school days of the receipt of the pay statement.
- The Trust Pay Appeals Panel will consist of members not previously involved in initial decisions about the employees pay. They will consider the representations including any additional evidence provided.
- The Trust Pay Appeals Panel will acknowledge receipt of the employees' representations and arrange a meeting within 15 school days of receipt to consider the member of staff's concerns.
- At the meeting the employee and management will have the opportunity to present their evidence, call witnesses and question each other. The panel can ask exploratory questions.
- Having heard the appeal, the panel must reach a decision which must be confirmed to

the employee in writing including their rationale for reaching the decision.

- The panel decision is final and there is no recourse to the Trust Grievance Procedure.

Movement to the Upper Pay Range/Scale for Teachers

1. MOVEMENT TO THE UPPER PAY RANGE/SCALE (UPR)

1.1.1. Applications may be made once a year. Applications must be made to the Headteacher by 31st October for consideration for that academic year. Successful applications will be backdated to 1st September of that school year.

1.2. Applications and Evidence

1.2.1. Any qualified teacher may apply to be employed in the upper pay range, and any such application must be assessed in line with this policy. It is the responsibility of the teacher to decide whether they wish to apply to be paid on the upper pay range.

1.2.2. If a teacher is simultaneously employed at another (non-Trust) school or academy, they may submit separate applications if they wish to apply to be paid on the upper pay range in that school or academy. The Balcarras Trust will not be bound by any pay decision made by another school or academy.

1.2.3. This is an evidence-based process, and teachers should therefore ensure that they build an evidence base (paper or electronic), through their normal performance management process, to support their application. Applications will normally include the results of the two most recent appraisals, including any recommendations on pay.

1.2.4. Where such information is not available, e.g. those returning from maternity/sickness absence, a written statement and summary evidence designed to demonstrate that the applicant has met the assessment criteria must be submitted by the applicant and should normally include evidence from at least two years.

1.2.5. Teachers who have worked in more than one school during the 2-year period can still make an application and provide performance reviews/appraisals from their previous school(s)

1.3. How applications are assessed

1.3.1. An application from a qualified teacher will be successful where the Headteacher/LAB is satisfied that:

1.3.1.1. the teacher is highly competent in all elements of the relevant standards; and

1.3.1.2. the teacher's achievements and contribution to the school are substantial and sustained.

1.3.1.3. 'highly competent' means the ability, aptitude and experience to coach and mentor other teachers, been assessed as having exceptional depth and breadth of knowledge and a demonstrated ability to perform at a good and often better level against all the relevant teaching standards.

1.3.1.4. 'substantial' means the teachers' achievement and contribution to the school are significant in raising standards of teaching and learning in

their own classroom or with their own group of children and also makes significant wider contribution to school improvement which demonstrably impacts on pupil progression and effectiveness of staff and colleagues.

- 1.3.1.5. 'sustained' means typically the teacher will have had two consecutive successful appraisal reports in the school they are applying to and will have met their objectives during this period (see exceptions in the application/evidence section above).

1.4. The Process

- 1.4.1. All applications should include the results of reviews or appraisals, including any recommendation on pay (or, where that information is not applicable or available, a statement and summary of evidence to demonstrate that the applicant has met the assessment criteria).
- 1.4.2. Applicants should write a formal letter of application to the Headteacher including the following:
 - 1.4.2.1. How and why, they feel they meet the criteria for UPR
 - 1.4.2.2. Evidence of successful performance management over the last 2 years
 - 1.4.2.3. Evidence of outstanding performance in the classroom
 - 1.4.2.4. An example that demonstrates how they have used their leaderships skills to positively impact on teaching and learning across the whole school
- 1.4.3. The applicant will receive notification of the name of the assessor for their application within 5 working days.
- 1.4.4. The assessor will assess the application, which will include a recommendation to the LAB pay panel.
- 1.4.5. The application, evidence and recommendation will be passed to the Headteacher for moderation purposes, if the Headteacher is not the assessor. The applicant may be required to provide reasonable additional information to support their application.
- 1.4.6. The LAB pay panel will make the final recommendation, advised by the Headteacher. This recommendation will then be taken to the Trusts' Finance committee for ratification.
- 1.4.7. The teacher will receive written notification of the outcome of their application no later than five working days after the pay panel. Where the application is unsuccessful, the written notification will include the opportunity for oral feedback from the assessor covering areas where it is felt that the teacher's performance did not satisfy the relevant criteria set out in the policy.
- 1.4.8. Successful applicants will move to the minimum of UPR on 1st September of the school year in which the application was submitted.

- 1.5. Unsuccessful applicants can make representations & appeal the decision using the appeal process set out in this policy.
- 1.6. Once a teacher has been successfully assessed for UPR they will remain on that pay range whilst their period of employment in the school lasts or they are successful in gaining promotion to a higher graded post.

UPPER PAY RANGE: MINIMUM CAREER STAGE EXPECTATIONS

This document gives guidance on the expectations for teachers who are on the Upper Pay Range. The intention is to clarify what is expected and to show progression expectations from UPR 1- UPR3 overtime.

This document must be read in conjunction with the Trusts Pay Policy available on the intranet and the attached Minimum Career Stage Expectations Grid. The Pay Policy outlines the process of the Pay Panel.

Teachers wishing to progress through the UPR must complete the post threshold self-audit as part of the performance management process prior to October 31st. They need to apply in writing to the headteacher by October 31st and be prepared to provide verbal or written evidence as may be requested against the attached Minimum Career Stage document for the UPR level being applied for.

An application from a teacher will be successful when the LAB Pay Panel is satisfied that: a] the teacher is highly competent in all elements of the relevant standards; and b] the teacher's achievements and contribution to the school are substantial and sustained.

- 'highly competent' at The Balcarras Trust means: the teacher demonstrates the ability, aptitude and experience to coach and mentor other teachers, and a demonstrated ability to perform at good and often better level against all relevant teaching standards. The teacher's performance is assessed and evidenced as having excellent depth and breadth of knowledge, skills and understanding of the Teachers' Standards in the particular role they are fulfilling and the context in which they are working.
- 'substantial' means the teacher's achievement and contribution to the school are significant, not just in raising standards of teaching and learning in their own classroom, or with their own group of children, but also making significant wider contribution to school improvement, which demonstrably impacts on pupil progression and effectiveness of staff and colleagues.
- 'sustained' means typically the teacher must have maintained excellent achievements and contribution to the school (as above) continuously over a sustained period of time. They will be expected to evidence that their teaching expertise has grown over the relevant period and is consistently good to outstanding and that they have been proactive in sharing this expertise across the school.

To be fair and transparent, assessments of performance will be properly rooted in evidence. The evidence accepted includes teacher self-audits, evaluation of performance management targets, lesson observations, pupil progress data, teacher development plans and other relevant information. This evidence will also include whether the teacher has met deadlines and quality standard for paperwork such as planning, pupil assessment data, moderation evidence as requested, EHCP reviews and annual reports to parents etc.

Evidence presented should not relate to work completed as part of a TLR role within the school, or any other role for which an additional payment or non-contact time is received.

Evidence presented should be above and beyond the general expectations of a class teacher on MPS1-MPS6.

The HR Advisor and the Headteacher will support the teacher regarding what evidence is acceptable and sufficient.

Examples of evidence that will be considered include:

1. Action research carried out in the classroom or across a department/whole school that can be directly used to support some aspect of school improvement or development of teaching skills in other staff. This can include working in a focused group.
2. Working as an individual or as part of a working party with a clear improvement focus [e.g. the Literacy Working Party] that includes or will result in that person acting as a mentor to other teachers in the identified area.
3. Evidence that the UPR has supported staff in their identified area of expertise as shown on the UPR areas of support and expertise document circulated annually.
4. Leading or making a substantial contribution to a School Development Target.
5. Evidence of coaching and/or mentoring that indicates time spent, support given and feedback from the member[s] of staff.
6. Having an 'open door' policy for other staff to visit your class to observe, look at pupil work and discuss how the class works for that phase of pupil.
7. Evidence of a positive attitude in meetings with a solution focused approach and an emphasis on pupils 'can do' approach.
8. Evidence of leading or playing a key role in supporting whole school events.
9. Evidence of having developed a deep knowledge and expertise in at least one key area e.g.: sensory approaches, structured teaching approach, subject area.
10. Teaching is consistently outstanding or at least good with outstanding features.
11. Have proactively supported teachers in other classes in an identified area of expertise through teaching alongside them etc.
12. Evidence of the impact of their contribution on pupil learning across a department or school.
13. Contributing significantly to implementing workplace policies and practice.

The above are examples, and it is not a complete list of evidence that will be considered.

Upper Pay Range Minimum Career Expectation

Professional Area	Relevant Standards	UPR 1		UPR 2	UPR 3
			>	>	>
PROFESSIONAL PRACTICE	Preamble; 1.1;1.3;1.4. 1.5; 1.6;1.7. 2	Teaching all outstanding. Teacher able to demonstrate a range of effective specialist teaching and learning strategies. Actively seek opportunities to develop teaching, knowledge and experience e.g. at Share Meetings, observing in other classes.		Teaching all outstanding. Plays a proactive and effective role in building wider teams which improve provision and outcomes across the whole Academy. Delivers training for staff in Department and group on INSET days. Work with other teachers to effect improvement of standards across whole Academy.	Teaching all outstanding. Teacher has a deep knowledge and expertise in <u>at least</u> one key area. Plays a proactive role in leading the professional development of colleagues across the whole Academy. Has an open-door policy including inviting colleagues/ parents and other professionals to observe in class.
PROFESSIONAL OUTCOMES	Preamble; 1.1;1.2	Almost all pupils achieve in line with Academy expectations and individual targets; many exceed them.		Analyses department information, including impact of action on Academy development.	Responsibility for sections of the SDP and Academy Evaluation. Be proactive in planning, organising and leading staff meetings and leading working parties.
PROFESSIONAL RELATIONSHIPS	Preamble; 1.1;1.2;1.4. 1.7;1.8. 2	Plays a proactive and effective role in building departmental teams which improve provision and outcomes.		Begin to take responsibility for the induction of new colleagues-coaching, mentoring, including MPS 4-6 teachers seeking UPR status.	Plays an active role in the coaching of colleagues across the
PROFESSIONAL DEVELOPMENT	Preamble; 1.3;1.5;1.8. 2	Plays a proactive role in supporting the professional development of departmental colleagues. Plays an emerging role in the coaching of colleagues. Respond positively and proactively to areas of development identified			

		through teacher development plans, including lesson both formal and informal lesson obs.	Evidences a proactive role in Department development. Evidences a substantial and sustained contribution to the Academy: all the teacher competencies and expectations of UPR 1 continue to be met and expanded on due to own initiative.	whole Academy, in <u>at least</u> one key area. Delivers training at INSET days and for external delegates for the Academy.
PROFESSIONAL CONDUCT	Preamble; 2	Meets all standards and responds in a professional manner at all times. Presents a professional image.		

Teachers on the Upper Pay Range are highly competent in all elements of the Teachers' Standards. Their achievements and contribution to the school are substantial and sustained.

This means that the teacher is not only an excellent classroom practitioner who ensures the progress of children but also makes a significantly wider contribution to school improvement, which demonstrably impacts on pupil progression and the effectiveness of staff and colleagues.

Teaching and Leadership salary information and pay scales 2025-

2026

Pay scale for main pay range teachers:

MPR1	£32,916
MPR2	£34,823
MPR3	£37,101
MPR4	£39,556
MPR5	£42,057
MPR6	£45,352

Pay scale for upper pay range

UPR1	£47,472
UPR2	£49,232
UPR3	£51,048

Pay scale for unqualified teachers:

1	£22,601
2	£25,193
3	£27,785
4	£30,071
5	£32,667
6	£35,259

TLR Payments

Payment 1 (TLR1)	Minimum: £10,174
	Maximum: £17,216
Payment 2 (TLR2)	Minimum: £3,527
	Maximum: £8,611
Payment 3 (TLR3 Fixed term)	Minimum: £702
	Maximum: £3,478

Leadership Group pay scales 2025 - 2026

L1	£51,773
L2	£53,069
L3	£54,394
L4	£55,747
L5	£57,137
L6	£58,569
L7	£60,145
L8	£61,534
L9	£63,070
L10	£64,691
L11	£66,368
L12	£67,898
L13	£69,596
L14	£71,330
L15	£73,105
L16	£75,049
L17	£76,772
L18	£78,702
L19	£80,655
L20	£82,654
L21	£84,699
L22	£86,803

L23	£88,951
L24	£91,158
L25	£93,424
L26	£95,735
L27	£98,106
L28	£100,540
L29	£103,030
L30	£105,595
L31	£108,202
L32	£110,892
L33	£113,646
L34	£116,456
L35	£119,350
L36	£122,306
L37	£125,345
L38	£128,447
L39	£131,578
L40	£134,860
L41	£138,230
L42	£141,693
L43	£143,796

SEN allowance payment:

Between £2,787 and £5,497

**Appendix 5
Support Staff PayScale**

Grade (April 25)	SCP (Apr 25)	Salary (Apr 25)
Grade 1		£0
Grade 2	2	£24,413
	3	£24,796
Grade 3	4	£25,185
	5	£25,583
	6	£25,989
Grade 4	7	£26,403
	8	£26,824
	9	£27,254
	10	£27,694
Grade 5	11	£28,142
	12	£28,598
	13	£29,064
	14	£29,540
Grade 6	15	£30,024
	16	£30,518
	17	£31,022
	18	£31,537
	19	£32,061
	20	£32,597
Grade 7	21	£33,143
	22	£33,699
	23	£34,434
	24	£35,412
	25	£36,363
Grade 8	26	£37,280
	27	£38,220
	28	£39,152
	29	£39,862
	30	£40,777
Grade 9	31	£41,771
	32	£42,839
	33	£44,075
	34	£45,091
	35	£46,142
	36	£47,181
Grade 10	37	£48,226
	38	£49,282
	39	£50,269
	40	£51,356
Grade 11	41	£52,413
	42	£53,460
	43	£54,495

These PayScale's reflect the last negotiated pay award by the National Joint Council for Local Government Services covering 2025-2026.

Progression is subject to the provisions of the Salary Progression Scheme

Notice Periods

Grades 1-7 – 1 month

Grades 8-9 – 2 months

Grades 10-11 – 3 months

Part-time staff

- 1.1. Teachers employed on an ongoing basis at the school but who work less than a full working week are deemed to be part-time. The Trust will provide 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.
- 1.2. Calculation of part-time proportion for classroom teachers Employees Timetabled Teaching Week (ETTW)
Schools Timetabled Teaching Week
- 1.2.1. The timetabled teaching week calculation excludes break times, registration and assemblies and the mandatory lunch break required under the Working Time Regulations when teachers are not required to be on duty.
- 1.2.2. An allowance will be made within the specified timetabled hours for a minimum of 10% planning, preparation and assessment time (PPA).
- 1.2.3. Part-time teachers will work a similar proportion of directed time as their full-time colleagues based on the calculation given above. So, for example if the FTE of the part-time teacher is 0.6 this equates to 60% of directed time, i.e. 60% of 1265 or 759 hours per year.
- 1.3. Variation to timetabled/scheduled hours
- 1.3.1. A part-time teacher should not be required to attend work on any day of the week or part of any day of the week that they are not normally required to be available under the contract of employment. A teacher can be asked to attend work on a day outside their normal timetable and, if they agree to this, they will be compensated for this additional work.
- 1.4. Support Staff working in a part-time capacity**
- 1.4.1. Part-time staff have identical entitlements in relation to pay as their full-time colleague except that salary is paid on a pro rata basis to reflect the proportion of time worked. Salary entitlement for staff working all year round on a part-time basis is as follows:
- $$\frac{\text{Contracted hours of work}}{\text{salary 37}} \times \text{Annual salary} = \text{Pro rata}$$
- 1.4.2. The resultant salary from this calculation includes the entitlement to 5.6 (6.6 after five years continuous service) pro rata weeks of paid leave.
- 1.4.3. Term time only staff must take their leave during school holidays
- 1.5. Term time only staff**
- 1.5.1. The same conditions apply to staff employed on a term time only basis except that the calculation reflects the shorter working year and a paid leave entitlement:
- $$\text{Contracted hours of work} \times \frac{\text{Weeks worked} + \text{full leave entitlement}}{\text{Annual salary}}$$

Appendix 7 – Supply Teachers

- 1.1. A supply teacher will only be used on those occasions when it is necessary to fill a short term and/or unexpected vacancy where it is impractical to recruit by normal methods or for the time needed to undertake a recruitment and selection process.
- 1.2. The method of payment will depend on the anticipated duration of the appointment. The Trust policy for the payment of teachers employed on this basis is as follows:
 - 1.2.1. **Supply teachers employed where appointment is anticipated to be for 6 weeks or more** - teachers will be employed on a temporary or fixed term contract as regular full or part-time teachers. Contractual length will be linked to the specific reason for the appointment. Salary will be paid on a regular monthly basis, and employment will be on a basis identical to the conditions that apply to other regular staff, except for notice periods which may be determined at the start of the contract to meet the circumstances.
 - 1.2.2. **Supply teachers employed where appointment is anticipated to be for less than 6 weeks** - Teachers will be employed on a day-to-day basis and will be paid by claim. The weekly rate of pay will be calculated using the following formula:

$$\frac{\text{Weekly Hours worked}}{6.5} \times \frac{\text{Annual salary}}{195}$$

- 1.3. It should be noted that the use of this calculation method enhances pay to include a 'rolled up' holiday entitlement to ensure that they receive a payment for periods when schools are not in session proportionate to colleagues employed on a regular basis. This fact should be made clear to supply teachers. This arrangement will be subject to future change.