



PAY POLICY AND PROCEDURE

Approving Body	Trust
Date of Last Review	May 2023
Statutory (Y/N)	Y
Responsible Officer	BMAT CEO for and on behalf of the Trust

I. STATEMENT OF INTENT

1. This Policy forms part of BMAT's fair and transparent system of pay and reward – it aims to ensure that:
 - a. A system of accountability exists for all decisions relating to pay, for example, the pay progression process is monitored on a regular basis by the Trust Pay & Personnel Committee ('P&P Committee').
 - b. Decisions relating to pay are made in line with applicable legislation and statutory guidance, and in line with a system of equal opportunity for all employees;
 - c. Written confirmation of all pay decisions is provided;
 - d. Employees are notified of any changes which may affect their future pay progression.
2. This Policy should be read in conjunction with:
 - a. Individual contracts of employment;
 - b. The BMAT Disciplinary, Capability, Grievance and Appraisal policies – available [here](#);
 - c. For teachers: The 2012 School Teachers' Pay and Conditions Document ['STPCD'], to the extent recognised by BMAT; the current STPCD for national levels of pay; and statutory regulations affecting the employment of teaching staff, insofar as they apply to BMAT;
 - d. For support staff: Locally adopted terms governing pay, which are specific to staff employed by BMAT; and the pay scale applicable to employment within the Local Authority ['LA'], as applicable; and
 - e. Employees transferred to BMAT under TUPE may be subject to different terms and conditions. Where this Policy differs from an individual employee's contractual terms, those terms take precedence.
3. Policy Review - This Policy will be reviewed by the Board of Trustees, every three years or sooner if required:
 - a. Relevant legislation and statutory guidance;
 - b. The annual STPCD;
 - c. BMAT's development plan (including financial forecasts and priorities);
 - d. The targets set within School Improvement Plans ('SIPs');
 - e. The confines of agreed budgets and spending priorities; and
 - f. Consultation with employees and trade union representatives, as required;
4. Link to contracts of employment:
 - a. Where this Policy differs from the terms of a contract of employment, the terms of the contract of employment will take precedence.

- b. If this Policy is varied, such that giving effect to that variance would require a corresponding variance to contracts of employment, employees will be consulted on those variances individually or collectively. This adheres to the principle that existing contracts of employment may only be varied with the agreement of both parties.
- 5. Confidentiality: Employees may have access to their salary record at any time, which are stored securely for six years before being securely destroyed. The confidentiality of salary records must be observed by all employees with access.

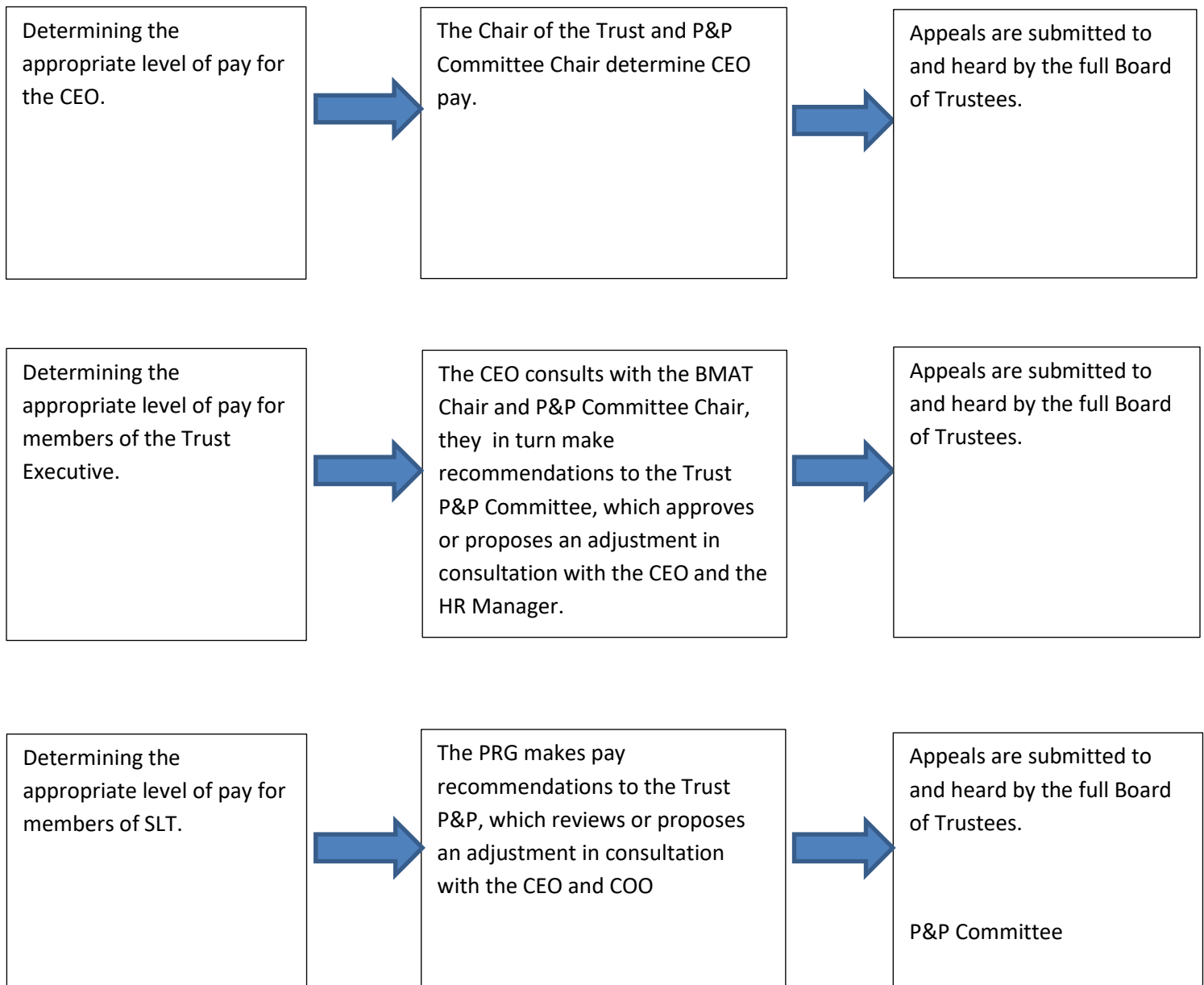
II. TERMS OF REFERENCE

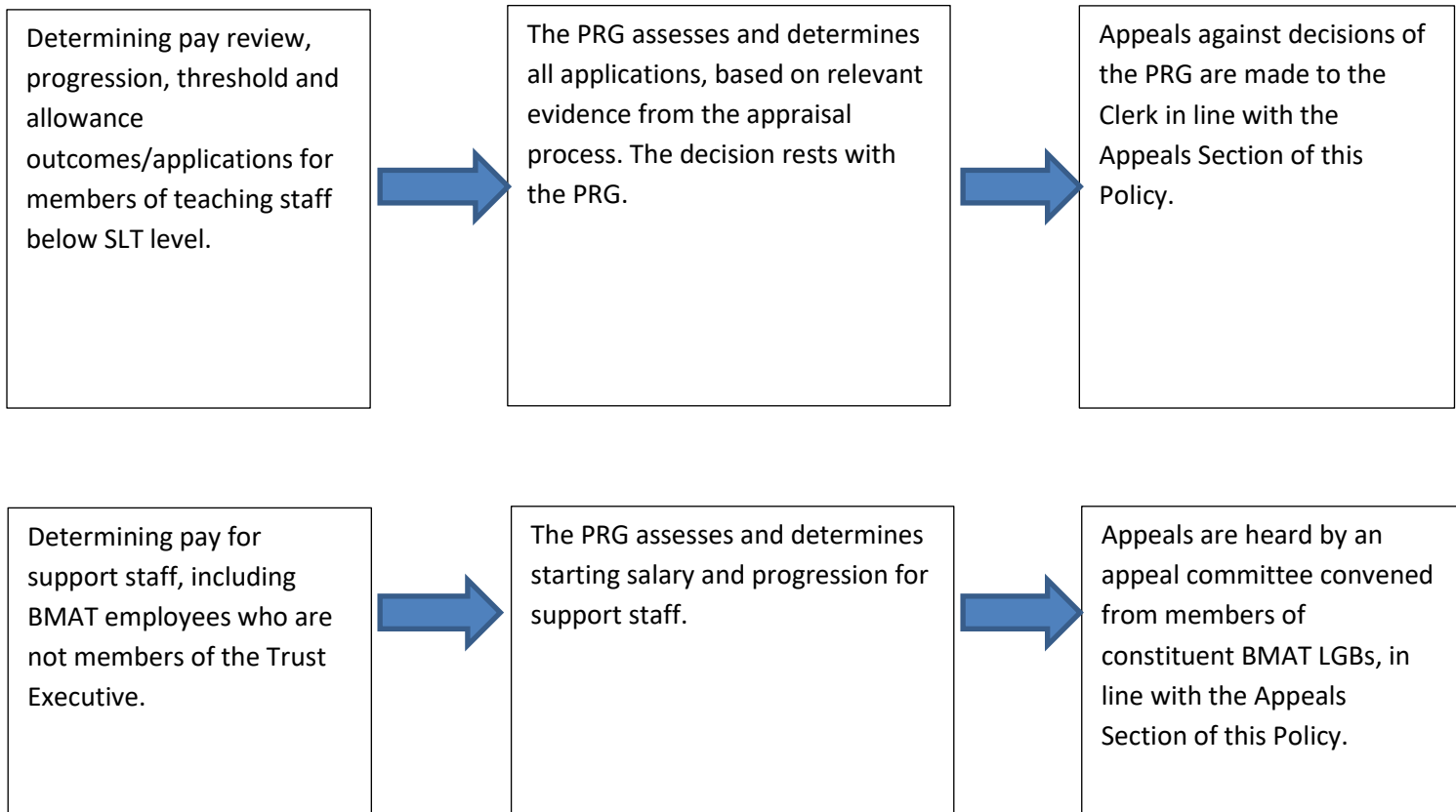
- 6. The Trust Pay and Personnel Committee ['P&P Committee'] is responsible for determining the appropriate level of pay for the BMAT CEO and members of the Trust Executive; and is involved in determining the appropriate level of pay for members of Senior Leadership Teams ['SLT']. The Trust P&P Committee is constituted of the:
 - a. Chair of the Trust;
 - b. Vice-Chair of the Trust;
 - c. Chief Executive Officer;
 - d. Members of the Trust Executive, as and when appropriate.
 - e. All authority delegated to the P&P Committee, to incur or commit to expenditure, is subject to provision for that expenditure in a budget approved by the full Trust.
- 7. The P&P Committee shall be required to:
 - a. Consider reports from the Pay Recommendation Group of the Trust Executive and the relevant School Principal;
 - b. Minute decisions and submit them to the Board of Trustees (in the case of the Trust P&P Committee)
 - c. Keep abreast of relevant developments and advise the BMAT Trust Executive if this Policy needs to be revised outside of its ordinary cycle of review;
 - d. Comply with any general directions and policies approved by the Trust;
 - e. Ensure that appropriate funding is allocated for pay progression for all eligible employees.
- 8. The Pay Recommendation Group of the Trust Executive ['PRG'] is responsible for determining the appropriate level of pay for members of SLT; and pay review, progression and threshold applications made by employees at or below middle leadership level. The PRG is made up by all members of the Trust Executive.

9. In fulfilling its responsibilities, the PRG will:

- a. Implement this Policy fairly and equitably, and in line with applicable legislation, statutory guidance and the principles of public life;
- b. Apply the criteria of this Policy to determine the appropriate level of pay for individual employees;
- c. Consider relevant evidence obtained from the appraisal process;
- d. Submit its decisions to the Trust P&P Committee (for decisions concerning members of SLT) and
- e. Arrange for pay decisions to be confirmed in writing.

10. Overview of Pay Review Responsibilities:





III. DETERMINING SALARY FOR NEW APPOINTMENTS

11. General Principles and Guidance:

- a. The DfE no longer publishes pay scale points, either in the current STPCD or in DfE guidance. The STPCD continues, however, to permit the adoption of fixed pay scale points as the basis for teachers' pay progression, including teachers with leadership responsibility.
- b. BMAT has chosen to adopt fixed pay scale points as the basis for teachers' pay progression, by continuing to use previous 2012 STPCD pay scale points, uprated as appropriate.
- c. Further, BMAT has chosen to commit to annual increases to all values of pay scale points, allowances and ranges, excluding any increase arising from progression to a higher pay scale point.
- d. In determining the specific starting salary for successful applicants at all levels, the selection panel will base its decision on the available evidence.

12. Classroom Teachers (Excluding those on the Leadership Pay Spine).

- a. As per Appendix 1 to this policy, classroom teachers will be paid on the 6 point Main Pay Scale ['MPS'], the 3 point Upper Pay Scale ['UPS'] or the 6 point Unqualified Teachers' Scale ['UTS'], for teachers without QTS or QTLS.
- b. The PRG will determine the pay range for a vacancy prior to advertising; and the starting salary within that range on appointment.
- c. In determining the salary range for a vacant post, the PRG may consider a range of factors, including but not limited to the nature of the post; the level of qualifications, knowledge, skills and experience required; market conditions; and the wider BMAT context at the time.
- d. In determining the starting salary for a successful applicant, the selection panel will consider the applicant's relevant career history, skills and qualifications based on evidence collected from the recruitment process.
- e. BMAT has chosen to maintain the pay portability provisions of the 2012 STPCD, such that teachers on the MPS that have moved from other schools have the right to keep existing pay entitlements, including any progression they have earned through experience.

13. Members of SLT, including School Principals:

- a. The salary range for members of SLT will be determined by reference to the 243-point leadership spine . In determining the appropriate starting salary for members of SLT, the PRG will consider any broader responsibilities that attach to the role, and performance in carrying out that role.
- b. The PRG and Trust P&P Committee will determine the individual pay range for each School Principal within the guidance and parameters specified in the current STPCD; and with reference to the individual's talents and role within his/her constituent school and BMAT as a whole.
- c. Appointments of members of SLT will be reviewed periodically at meetings of the Trust P&P Committee.

14. Members of the Trust Executive, including the CEO/Accounting Officer:

- a. The salary range for members of the Trust Executive will be determined by reference to the 43 point leadership spine, as appropriate.
- b. In the case of the CEO, the Chair of the Trust and the Chair of the P&P Committee will negotiate and make a pay recommendation to the Trust.

- c. In the case of remaining members of the Trust Executive, the CEO will consult with the P&P Committee which will approve or proposes adjustments to the recommendation in consultation with the CEO and COO.

15. Support Staff:

- a. The PRG will determine pay ranges for support staff with reference to their job description; the scale of grades paid by the local authority and any other frameworks for pay, as appropriate.
- b. The appointment of support staff shall be in line with provisions set out in the School Staffing (England) Regulations 2009 (as amended), the DfE document 'Guidance on Managing Staff Employment in Schools', the National Joint Council's Pay and Conditions of Service for Local Authority Staff, and any local arrangements agreed with unions and professional associations.
- c. The appointment of support staff will normally be made on the minimum of the salary range for the applicable grade. An appointment can be made on a salary above the minimum of the range where BMAT wishes to recognise particular experience and/or qualifications appropriate to the post, the current salary of the appointee where it exceeds the minimum of the range, or any recruitment difficulties.

IV. PAY PROGRESSION

- 16. Where circumstances cause a delay, pay reviews should be completed as soon as possible after the applicable deadline. Reviews may take place at other times to reflect changes to circumstances or job descriptions that lead to a change in the basis for calculating pay.
- 17. Written confirmation will be given after any pay review.
- 18. The BMAT Appraisal Policy ensures that the appraisal process is fair, transparent and evidence based.
- 19. Employees joining BMAT part way through a year will be informed of their eligibility for appraisal either at the end of the current, or subsequent, cycle.
- 20. Members of SLT, Including School Principals:
 - a. Annual pay determinations will be completed for all members of SLT, including School Principals, by the end of the Autumn Term. Increases will be backdated to 1 September.
 - b. Annual pay progression for SLT is not automatic or length of service based: the teacher's achievements and contribution to the current school or schools at which the teacher has previously worked must have been of 'sustained high quality', taking account of

performance objectives; and with particular regard to leadership, management and pupil progress.

- c. The PRG and Trust P&P Committee will consider pay recommendations from the appraisal process.

21. Members of the Trust Executive, Including the COO and the CEO:

- a. When it is reasonably practicable to do so, annual pay determinations for members of the Trust Executive will be completed by the end of the Autumn Term.
- b. Annual pay progression for the Trust Executive is not automatic or length of service based: members must meet or exceed their performance objectives; and make 'sustained high quality' contributions to the executive and strategic running of BMAT.
- c. In the case of pay determination for the COO, the BMAT Chair, P&P Committee Chair will determine pay based upon CEO recommendation
- d. In the case of the pay progression of the CEO, the BMAT Chair and P&P Committee Chair will determine pay.
- e. In the case of the pay progression of other members of the Trust Executive, the CEO will consult with the COO and make recommendations to the Trust P&P Committee, which will approve or propose an adjustment to the recommendation, in consultation with the CEO.

22. Teachers on the MPS and UTS:

- a. Annual pay determinations will be completed for all eligible teachers by 31 October. Salary increases made within this timeframe will be backdated to 1 September.
- b. BMAT has chosen to retain the pay progression provisions of the 2012 STPCD for teachers on the MPS or UTS: they will be awarded automatic pay progression on a length of service basis, following each successful appraisal and any pay recommendations contained therein.
- c. Reviews will be successful unless significant concerns about standards of performance have been raised in writing with the employee concerned, during the appraisal process; and have not been sufficiently addressed by the conclusion of that process.
- d. Teachers are not required to submit any additional or supporting evidence but are permitted to do so if they wish.
- e. All pay progression decisions relating to teachers on the MPS or UTS will be periodically reviewed by the PRG. Where classroom teachers do not progress on the MPS or UTS, the PRG should be satisfied the standards for pay progression are not met.
- f. Decisions relating to ECTs will be made in line with the statutory induction process.

23. Teachers seeking to progress to or within the Upper Pay Scale [‘UPS’]:

- a. BMAT has chosen to retain the majority of the provisions of the 2012 STPCD for progression to and within the UPS.
- b. The PRG is responsible for deciding whether teachers progress to and within the UPS.
- c. Progression to and within the UPS is conditional on teachers demonstrating substantial and sustained achievement at BMAT or at schools in which they previously worked. Post-threshold teachers are expected to: contribute at a strategic level to policy initiatives, the raising of pupil standards and good practice among employees; to collaborate with others so that opportunities for good practice are maximised; and to contribute to BMAT more broadly.
- d. Progression to the UPS: Teachers may not progress to the UPS unless they have been working at MPS6 for at least one academic year; and unless they apply to progress to UPS1, by submitting the UPS Application Form (Appendix 1) by 31 October. Evidence should cover at least the two most recent annual appraisal cycles; and should be supplemented by a statement and summary of evidence from the applicant. Evidence should include at least the last two annual lesson observation reports and evidence of the impact of teaching on pupil progress. Outcomes will be notified by the end of the Autumn Term. Progression will be backdated to 1 September.
- a. Progression within the UPS: In line with the 2012 STPCD, post-threshold teachers may not progress within the UPS unless they have been working for two academic years at the previous UPS level. Progression within the UPS is determined via an application process. Applicants should submit the UPS Application Form at (Appendix 1) by 31 October. Evidence should cover at least the two most recent annual appraisal cycles and be supplemented by a statement and summary of evidence from the applicant. Evidence should include at least the last two annual lesson observation reports and evidence of the impact of teaching on pupil progress. UPS2 applications should be supported by additional evidence to demonstrate coaching/training/supporting others beyond the applicant’s role. UPS3 applications should be supported by additional evidence of whole school or trust impact beyond the applicant’s role. The PRG will notify applicants of the outcome of the application by the end of the Autumn Term. Progression will be backdated to 1 September.
- b. Employees who have been absent from work, for example due to maternity leave or extended sickness absence, will be able to use earlier evidence in support of their application.

- c. If appraisal evidence relates wholly or in part to a teacher's employment at a previous school, it is his/her responsibility to obtain the evidence from that school.

24. Support Staff:

- a. Pay progression for support staff will be determined by reference to annual pay settlements implemented by the L, BMAT is not bound to mirror LA pay determinations.
- b. Support staff salaries will be reviewed annually from 1 April and each member of support staff will be notified of the outcome no later than 31 May, in writing.
- c. Cost of living/scale increases will normally become effective from 1 April; BMAT may determine whether to implement the annual increment/progression award element with effect from 1 April or the anniversary of the appointment/re-grading.
- d. Pay progression may be withheld when an employee has performed unsatisfactorily in their annual appraisal.

V. ALLOWANCES

25. The PRG is responsible for determining whether or not employees are entitled to an additional allowance.

26. Teaching and Learning Responsibility Payments ['TLRs']

- a. BMAT has chosen to retain the provisions of the 2012 STPCD.
- b. TLR1s and TLR2s are awarded to the holders of the posts indicated in each school's staffing structure.
- c. TLRs are awarded by the PRG, when it is satisfied that the additional responsibilities are significant and ensure the continued delivery of high-quality teaching and learning.
- d. For the award of a TLR1, the post-holder should have line management responsibility for a significant number of people.
- e. The PRG may award a fixed-term TLR (TLR3) to teachers who have a time-limited school improvement project or one-off externally driven responsibility. To award a TLR3, the PRG must be satisfied that the significant responsibility is not required of all classroom teachers; is focussed on teaching and learning; requires the exercise of a teacher's professional skills and judgement; and has an impact on the educational progress of students other than the teacher's assigned classes or groups.

27. Recruitment and Retention Allowances ['R&Rs']:

- a. The PRG will, in exceptional circumstances, consider the award of an R&R for posts where it anticipates or encounters recruitment and/or retention difficulties. R&R values are listed at Appendix 1 and are exempt from annual uplifts; any change to R&R values is at the discretion of BMAT.
- b. In line with the provisions of the 2012 STPCD, R&Rs may not be paid for more than three consecutive years.
- c. In determining whether or not to award an R&R for a post, the PRG will take into account whether or not: it is in a national shortage subject area; it has been re-advertised due to insufficient quantity and/or quality of applicants; there has been a high rate of staff turnover; previous recruitment to the post has been difficult; additional incentive is required to undertake a specific project; and any other factor that is having a detrimental impact on recruitment and retention.
- d. Allowances may be paid as a one off, monthly, termly, wholly or in part.
- e. Where an R&R is awarded, the PRG will determine: the reason for the award; the nature and value of the award; the start date and expected duration of the award; the review date after which the award may be withdrawn; and the basis for any uplift that may be applied.

28. SEN Allowances

- a. SEN allowance values are in line with STPCD.
- b. The PRG will award SEN allowances to classroom teachers in any SEN post that requires a mandatory SEN qualification; in a special school; or who teaches one or more designated special classes.
- f. Where an SEN allowance is paid, the PRG must determine the spot value of the allowance, taking into account: the structure of the school's SEN provision and whether any qualifications are required for the post; the expertise of the individual; and the demands of the post.

29. Unqualified Teachers cannot be awarded TLR or SEN allowances. However, the PRG may determine that such additional allowance as it considers appropriate is to be paid to an unqualified teacher where the teacher has taken on a sustained additional responsibility which is:

- a. Focused on teaching and learning; and
- b. Requires the exercise of professional skills and judgement; or
- c. Qualifications or experience which bring added value.

30. Acting Allowances. Where a teacher carries out the duties of a school principal, vice principal or assistant principal on a temporary basis, s/he will be paid an acting allowance.
31. The PRG may make additional payments to employees in recognition of work undertaken related to:
- a. Teacher training, out-of-hours learning, attendance at INSET days outside of the days teachers are contracted to work;
 - b. The provision of services to other schools and institutions;
 - c. Work that goes beyond that normally expected of the post holder; and
 - d. Exceptional circumstances e.g. special one-off projects.

VI. SALARY SAFEGUARDING

32. Although academies are free to determine their own arrangements for salary safeguarding, the TUPE regulations apply such that, where a school converts to academy status, transferred employees retain their contractual rights. The TUPE regulations may cease to apply when an employee's terms of employment are changed. HR and/or legal advice should be sought on this point.¹
33. Salary safeguarding exists to prevent teachers from receiving an unexpected drop in pay (salary or allowance), due to organisational restructuring (e.g. the removal or modification of a post) *and* through no fault of their own (e.g. not because of less than satisfactory performance or misconduct).
34. Salary safeguarding applies if a teacher loses:
- a. A TLR1 or TLR2, or a TLR post together, due to organisational restructuring and through no fault of their own. This is because TLR1 and TLR2 allowances are permanent while the relevant post holder remains in post.
 - b. An SEN Allowance;
 - c. An unqualified teacher's allowance;
 - d. A Leadership or leading practitioner salary.
35. Salary safeguarding does not apply to/when:
- a. TLR3s, as they are, by definition, temporary;

¹ Variations are permitted where the contractual change is unconnected with the transfer itself. Employers may rely on an economic, technical or organisational reason (ETO reasons) to make changes (i.e. a reorganisation involving redundancy dismissals or a wholesale change in staff job functions – *London Metropolitan University v Sackur* [2006] UKEAT/0286/06. Employers may offer TUPE employees financial inducements (e.g. additional leave) to persuade them to agree to changes, but this will not extinguish the possibility of a grievance/claim. Changes that are agreed and entirely beneficial to employees (e.g. promotion) are allowed (the TUPE Regulations are designed to prevent employees being penalised following transfer) – *Power v Regent Securities* [2008] IRLR 66 CA

- b. The end of a temporarily held TLR1 or TLR2 (e.g. maternity or sickness cover), unless the temporary period ended earlier than specified and through no fault of the teacher;
 - c. The end of a fixed term contract;
 - d. An employee is dismissed or demoted because of their own fault (e.g. misconduct or poor performance).
36. The safeguarded sum will be the difference between pay before and after a relevant salary decrease, for example:
- a. The difference between a teacher's salary immediately prior to organisational restructuring and their reduced salary, provided the reduction is not due to a fault of the teacher (e.g. poor performance);
 - b. The value of a TLR1 or TLR2 if that allowance is removed altogether (due to organisational restructuring and through no fault of the teacher);
 - c. The difference between the value of an original TLR and a reduced TLR (due to organisational restructuring and through no fault of the teacher).
37. If salary safeguarding applies, it lasts for three years, unless changes to the salary mean that it totals or exceeds the sum before the decrease. This may be because of:
- a. Pay rises;
 - b. New allowances;
 - c. The expiry of a fixed-term contract which contracted for safeguarding responsibilities to end;
38. If a teacher ceases to be a teacher or their employment ends for reasons other than organisational restructuring (i.e. through fault of their own), then the safeguarding period only applies up to that date.
39. The start date of the safeguarding period is determined by when the decision to reduce salary is made. For decisions taken between:
- a. 1 September and 31 December, the safeguarding period begins the following 1 January;
 - b. 1 January and 31 March, the safeguarding period begins 1 April;
 - c. 1 April and 31 August, the safeguarding period begins 1 September;
40. The PRG is responsible for safeguarding decisions and will notify teachers subject to safeguarding within one month of taking the decision, in writing. The notification will make reference to the right of appeal.

VII. APPEALS

41. Employees who disagree with their pay determination should seek to resolve the matter informally in the first instance, through discussion with their performance manager or the decision-maker, as appropriate.
42. Where the matter remains unresolved and the employee wishes to take it further, s/he must submit the Pay Appeals Form (Appendix 2) to the BMAT Clerk, within five school days of receiving written notification of their pay determination.
43. The following list, which is not exhaustive, includes the possible grounds of appeal. The decision maker:
 - a. Incorrectly applied or failed to apply this Policy;
 - b. Incorrectly applied or failed to apply a provision of the STPCD;
 - c. Failed to have proper regard for statutory guidance;
 - d. Failed to take proper account of relevant evidence;
 - e. Took account of irrelevant or inaccurate evidence;
 - f. Was biased in their decision making;
 - g. Unlawfully discriminated against the employee.
44. Within ten school days of receipt, the Appellant will receive written notification of receipt. The note will either confirm that the appeal will be considered at a hearing, or that it is dismissed without a hearing because the appellant failed to raise any arguable grounds of appeal.
45. If it is decided that a hearing will be convened, it should be held within 20 school days of being notified of the appeal:
 - a. For appeals by members of the Trust Executive or SLT, the relevant body is the full Board of Trustees.
 - b. For appeals by teaching staff below SLT and by support staff, the relevant body is three members of the constituent BMAT LGBs.
46. The details of the hearing and copies of any relevant documentation will be sent to the employee and members of the hearing panel not less than two school days prior to the hearing.
47. The BMAT Clerk or a member of HR will attend the hearing to record attendance and take minutes. It will be for the Chair of the hearing panel to determine whether a representative of decision making body and/or the School Principal should be present to defend the decision.
48. Accompaniment: Employees may be accompanied by a Trade Union representative or a work colleague, following a reasonable request. If the employee's chosen companion is unavailable, then the hearing may be postponed once to another reasonable date and time, within five

school days of the original proposed date. Where this is not possible, the employee shall choose an alternative companion.

49. At the hearing, the relevant body will:

- a. Ensure that individuals are dealt with fairly, impartially and in line with equality and diversity requirements;
- b. Aim to reach a consensus wherever possible;
- c. Maintain strict confidentiality;
- d. Consider all relevant documents and give all parties the opportunity to make submissions in person; and
- e. Take account of the specific grounds of appeal and responses to them;
- f. Consider whether or not to admit any new evidence, where applicable.

50. Following the hearing, the appeal may be:

- a. Upheld in full or in part, with an appropriate amendment to the original pay determination.
- b. Dismissed (i.e. the original pay determination is upheld).

51. The outcome of the hearing will be communicated in writing, within ten school days of the hearing.

52. This procedure fulfils the function of the grievance procedure; appeals against pay determinations cannot be reopened under the Grievance Policy.

PAY POLICY

APPENDIX 1 – UPS APPLICATION FORM

Applications must be submitted to HR, in person or by email, by 31st October.

An application to be paid on the upper pay scale will be successful where the PRG is satisfied that:

1. You are highly competent in all elements of the Teachers' Standards;
2. Your achievements and contribution to the school are substantial and sustained; and
3. As a post-threshold teacher, you will:
 - a. Contribute at a strategic level to policy initiatives;
 - b. Raise pupil standards and good practice among employees;
 - c. Collaborate with others so that opportunities for good practice are maximised; and
 - d. Contribute more broadly to the BMAT ethos.

BMAT defines "highly competent" as:

Performance which is not only good but good enough to provide coaching to other teachers, give advice to them and demonstrate effective practice; and how to make a wider contribution to BMAT and develop their teaching practice.

'Substantial' means:

Of real importance, validity or value to BMAT; plays a critical role in the life of BMAT; provides a role model for teaching and learning; makes a distinctive contribution to provision and the raising of pupil standards, attainment and progress; takes advantage of appropriate opportunities for professional development to improve pupils' learning.

'Sustained' means:

Maintained continuously over a period of at least two academic years. They will be able to demonstrate that their teaching expertise has grown over the relevant period and consistently meets the UPS criteria.

Your application should include summaries of your two most recent annual performance management reviews, including pay recommendations; or, where that information is not available, a statement and summary of evidence to demonstrate that you have met the UPS criteria. It should also include least the last two annual lesson observation reports and evidence of the impact of teaching on pupil progress, generally via examination results analysis.

To be completed by the applicant	
Date	
Name	
Department	
Job title	
Application for:	UPS 1 <input type="checkbox"/> UPS 2 <input type="checkbox"/> UPS 3 <input type="checkbox"/>
Summary of the two most recent performance management reviews attached	Yes <input type="checkbox"/> No <input type="checkbox"/>
Two most recent lesson observations attached	Yes <input type="checkbox"/> No <input type="checkbox"/>
Summary of progress information from last two cohorts attached	Yes <input type="checkbox"/> No <input type="checkbox"/>
Summary of evidence for Teachers' Standard 8 (<i>make a positive contribution to the wider life and ethos of the school</i>)	Yes <input type="checkbox"/> No <input type="checkbox"/>
For UPS 2 applications additional evidence of coaching/training/supporting others <i>beyond your role/responsibility</i>	Yes <input type="checkbox"/> No <input type="checkbox"/>
For UPS 3 applications the above plus additional evidence of whole school or trust impact <i>beyond your role/responsibility</i>	Yes <input type="checkbox"/> No <input type="checkbox"/>
Name and signature of line manager	<p>Name: _____ Signature: _____</p> <p>I support the UPS application Yes <input type="checkbox"/> No <input type="checkbox"/></p>

UPPER PAY SCALE ASSESSORS RECOMMENDATION TO PAY REVIEW GROUP

To be completed by SLT Assessor	
Assessor	
Date of assessment	
Moderated by	
Performance management reviews	<p>Evidence that appropriate performance management targets have been met and or exceeded over at least the last two years</p> <p>Met or exceeded <input type="checkbox"/> Partially met <input type="checkbox"/> Not met <input type="checkbox"/></p> <p>Insufficient evidence <input type="checkbox"/></p> <p>Comments:</p>
Lesson observations	<p>Lesson observations (over at least the last two years) show that the Teachers' Standards are being met at a good or outstanding level</p> <p>Met at a good or outstanding level <input type="checkbox"/> Met <input type="checkbox"/> Insufficient evidence <input type="checkbox"/></p> <p>Comments:</p>
Progress information	<p>Evidence provided demonstrates that the applicant is having a sustained (over at least two years) and substantial (distinct contribution to pupil progress) impact on outcomes</p> <p>Met <input type="checkbox"/> Not met <input type="checkbox"/> Insufficient evidence <input type="checkbox"/></p> <p>Comments:</p>

Additional evidence related to Teachers' Standard 8	<p>Evidence that the applicant makes a positive contribution to the wider life and ethos of the school</p> <p>Met <input type="checkbox"/> Not met <input type="checkbox"/> Insufficient evidence <input type="checkbox"/></p> <p>Comments:</p>
Teachers' Standard Part Two: Personal and Professional Conduct	<p>The applicant demonstrates consistent high standards of personal and professional conduct</p> <p>Met <input type="checkbox"/> Not met <input type="checkbox"/> Insufficient evidence <input type="checkbox"/></p> <p>Comments:</p>
For UPS 2 applications additional evidence of coaching/training/supporting others beyond current role/responsibility	
For UPS 2 applications additional evidence of coaching/training/supporting others beyond current role/responsibility	<p>Met <input type="checkbox"/> Not met <input type="checkbox"/> Insufficient evidence <input type="checkbox"/></p> <p>Comments:</p>
For UPS 3 applications the above plus additional evidence of whole school or trust impact beyond current role/responsibility	
For UPS 3 applications the above plus additional evidence of whole school or trust impact beyond current role/responsibility	<p>Met <input type="checkbox"/> Not met <input type="checkbox"/> Insufficient evidence <input type="checkbox"/></p> <p>Comments:</p>

Recommendation to Pay Review Group
<p>Criteria for progress to UPS 1 <input type="checkbox"/> UPS 2 <input type="checkbox"/> UPS 3 <input type="checkbox"/> met/not met (circle as appropriate)</p> <p><u>Signature:</u></p>

Pay Review Group decision:
<p>Met/Not Met (circle as appropriate)</p> <p><u>Date:</u></p>

PAY POLICY

APPENDIX 2 – PAY APPEAL FORM

CONTACT DETAILS	
Name	
Job Title & Department	
Line Manager	
APPEAL INFORMATION	
Date of pay determination	
Have you attempted to resolve the matter informally with your line manager and/or the decision maker?	Yes <input type="checkbox"/> No <input type="checkbox"/> If 'no', why not?
<p><u>Summary of Appeal</u> – What are the ground(s) of your appeal (refer to para.43 of the Pay Policy).</p> <p>How do these ground(s) apply to the aspects of the decision or decision making process which you are appealing against?</p> <p>Provide as much detail as possible. Attach additional sheets if required.</p>	
What steps would you like to be taken to resolve the matter and why would those steps be appropriate?	