Pay Policy

Approved by: THE PAY and HR COMMITTEE OF THE TRUST BOARD OF GREENSAND MULTI-ACADEMY TRUST	**Date: Tuesday 9 June 2020**
Last reviewed on: August 2025	
Next review due by: August 2026	

1. Introduction

This Pay Policy applies to and will be used by all schools within the Greensand Multi-Academy Trust ("the Trust"). A copy of the Pay Policy is available from the Trust's website and from each of the member schools:

www.greensandacademytrust.co.uk
www.reigate-school.surrey.sch.uk
www.dovers-green.surrey.sch.uk
www.stjohns-redhill.surrey.sch.uk
www.holmesdale.surrey.sch.uk
www.wray-common.surrey.sch.uk
www.miltonmount.co.uk
www.kingswood.surrey.sch.uk
www.yattendon.org
www.horley.surrey.sch.uk
https://www.epsomdowns.surrey.sch.uk

This policy will also include staff working at Epsom Downs Day Nursery Ltd, a subsidiary company of the Greensand Multi Academy Trust.

2. Policy & Purpose

The overall aim of the Pay Policy is to ensure that all teaching and support staff are valued and receive recognition for their work and contribution to school life.

2.1 The purpose of the Policy is to:

a) Enable the Headteacher and the Trust's Executive Leadership Team to manage the remuneration of staff in a non-discriminatory, responsible and transparent way, which complies with current employment law and Trust policy on the fair and equal treatment of employees and with the principles of public life, namely objectivity, openness and accountability.
b) Maintain and improve the quality of education provided for pupils in the schools by having a Trust pay policy that supports the schools' improvement plans and reflects the agreed aims of the schools.
c) Support the equitable and objective determination of appropriate pay for staff under each individual school's appraisal policy and professional growth framework.
d) Provide for a staffing structure that will enable each school to achieve its aims and objectives under their school improvement plan.

2.2 The Trust is committed to:

a) Reviewing the Pay Policy annually against the targets set under the Trust development plan, the confines of the agreed budget and the Trust's spending priorities.
b) Working within framework documents referred to in staff contracts, specifically for teachers, the School Teachers' Pay and Conditions Document (STPCD) and statutory regulations affecting the employment and conduct of teaching staff.
c) Consulting staff members and local representatives of recognised trade unions as part of the annual review of this Pay Policy and ensuring that members of school staff have ready access to the up-to-date version.
d) Complying with equalities legislation, specifically the following (as amended): the Employment Relations Act 1999, the Equality Act 2010, the Part-time Workers (Prevention of Less

Favourable Treatment) Regulations 2000 and the Fixed-Term Employees (Prevention of Less Favourable Treatment) Regulations 2002.

3. The Pay & HR Committee

The Trust Board has a Pay & HR Committee (the Committee). Please see **Appendix 1** for the Terms of Reference of the Trust's Pay & HR Committee. The Committee will monitor pay decisions and consistency of those decisions across the Trust.

In determining the annual cost of living rises and pay scales for teaching staff, the Committee will follow Department for Education (DfE) and STPCD guidance with due regard to Joint Union recommended pay scales.

In determining support staff cost of living rises and pay scales, the Committee will take into account Surrey County Council and the Trust's Joint Consultative Group's recommendations.

4. Payroll Administration

The Trust's payroll is administered by Edupay.

Every effort will be made to make accurate salary (and other) payments on the due date, however, should an overpayment or underpayment occur, the Trust will seek to recover or refund the amount.

Employees are expected, and have a responsibility, to draw to the attention of the Trust, any overpayment or underpayment, as soon as possible.

In the case of overpayments, the employee will be notified of the full amount of the overpayment and agreement will be sought regarding a reasonable repayment schedule. Recovery of overpayments or a refund of underpayments will be pursued in the case of former employees.

4.1 Salary Sacrifice Schemes

Salary sacrifice schemes such as bike to work loans are available through the Greensand My Staff Shop. Arrangements will be made to enable staff to participate in these schemes should they wish to do so.

5. Salary Determinations - Teaching Staff

5.1 Classroom Teachers

In determining the specific starting salary for a successful applicant, the selection panel will take into account the applicant's relevant career history, previous salary, skills and qualifications based on the evidence collected through the selection process, including references.

The selection panel will usually recognise a teacher's upper pay range status, as awarded by another school, without requiring the teacher to reapply separately through the school's procedure. This is provided there is sufficient evidence collected through the selection process to demonstrate that the teacher meets the relevant criteria. Candidates will be required to provide evidence from their previous employer of successfully meeting the criteria.

Teachers without QTS or QTLS will be placed on the pay range for unqualified teachers.

Additional allowances may be awarded to new appointments where the Headteacher deems this to be appropriate. Specifically, where market conditions are deemed to be a factor, a recruitment allowance may be awarded if the criteria in 5 has been met.

The pay scales for teachers in the Trust can be found in **Appendix 2** of this Policy.

5.2 School Leadership Groups

The salary range for all staff paid on the leadership pay range will be determined by reference to the provisions of the STPCD and will include consideration of any broader responsibilities attached to the role.

Headteachers

The CEO will determine a 7 point pay range for Headteachers by reference to the school group size and taking into account all permanent responsibilities of the role, any challenges specific to the role and all other relevant considerations, ensuring that there is appropriate scope in the range to allow for progression over time.

The CEO will only re-determine a Headteachers pay range in the circumstances specified in the STPCD.

The CEO may determine that additional payments be made to a Headteacher for clearly temporary responsibilities or duties that are in addition to the post for which their salary has been determined and which have not previously been taken into account when determining salary. Any such payments will be subject to the overall restrictions on Headteachers' pay set out within the STPCD.

Deputy Headteachers & Assistant Headteachers

A 5 point salary range for a Deputy Headteacher and Assistant Headteacher shall be determined by the school's Headteacher with reference to the STPCD, taking into account how the role fits within the wider leadership structure of the school, all permanent responsibilities of the role, any challenges that are specific to the role and all other relevant considerations.

The maximum of the pay range will not exceed the minimum of the Headteacher group for the school.

The Headteacher will only re-determine the pay range of a Deputy or Assistant Headteacher in the circumstances specified in the STPCD.

Certain additional allowances may be awarded to Deputy Headteachers and Assistant Headteachers where the Headteacher deems this to be appropriate (see Section 6 of this Policy).

5.3 Movement to the Upper Pay Range

Applications and Evidence

Any qualified teacher remunerated on main pay scale six may apply to be paid on the upper pay range and any such request will be assessed in accordance with this policy and the Trust's Appraisal policy. It is the responsibility of the teacher to decide whether they wish to apply to be paid on the upper pay range. Also see **Appendix 7** – Threshold and Beyond: Progression.

Requests should be made no later than four weeks before the end of the summer term, using the Threshold pro forma – please see **Appendix 8**.

If a teacher is simultaneously employed at another school(s), they may submit separate applications if they wish to apply to be paid on the upper pay range in that school or schools. This school will not be bound by any pay decision made by another school.

5.4 Assessment

An application from a qualified teacher will be successful where the Headteacher is 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 school are substantial and sustained.

For the purposes of this Pay Policy, teachers need to meet the following criteria, and must be able to demonstrate the required level of performance has been sustained over a minimum period of one academic year:

<u>Teaching</u>

- Teaching is at least securely and consistently good;
- Misconceptions are successfully planned for and tackled successfully as they arise;
- Children's understanding is systematically and effectively checked within lessons anticipating where intervention is needed and doing so with notable effect;
- Based on in-depth knowledge and accurate assessment of children, planning builds on prior learning and the delivery, including interventions, extends all children successfully in their next challenging learning step;
- Questioning is fully inclusive, results in higher-level thinking, and excellently challenges and extends learning;
- Feedback is well-focused, diagnostic and helps children to make accelerated gains; and
- Teacher's strong subject knowledge contributes to highly impactful explanation and modelling.

<u>Outcomes</u>

- Almost all pupils achieve in line with school expectations; many exceed them;
- Vast majority of vulnerable children make at least expected progress; some make accelerated progress;
- Vast majority of children identity themselves as successful learners – and can talk confidently about their learning successes, how they have been successful and their next steps;
- Vast majority of children are typically engrossed in their learning and engaged in hard thinking;
- Vast majority of children enjoy school, feel safe, valued and cared for;
- Children routinely show high levels of courtesy, collaboration and respect - behaviour is very good; and

- The needs of vulnerable children, including SEN and Disadvantaged, are understood in depth and consistently expertly provided for, with evidence of notable impact.

Wider Contribution

- Sustained impact in current role, e.g. reviewing, developing, monitoring, improving, sharing professional expertise with colleagues and advising on effective practice;
- Impacted positively on the standards of others; and
- Positive, impactful working relationships with children, colleagues and parents.

Professional Development

- Routinely evaluates own impact of teaching & provision, supported by feedback and good knowledge of educational research; responds to this ongoing evaluation by adapting and improving practice & provision.

Personal and Professional Conduct

Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

- Treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position;
- Having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions;
- Showing tolerance of and respect for the rights of others.
- Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs;
- Ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law;
- Having proper and professional regard for the ethos, policies and practices of the school in which they teach; and
- Maintaining high standards in their own attendance and punctuality.

Commitment:

- Commitment to sharing professional knowledge and expertise orally and in writing, and advising on effective practice.

Employees who have been absent from work, for example due to maternity leave, or extended sickness absence, will be able to use evidence from earlier periods.

The initial assessment will be made by the Headteacher 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' commitment.

The Headteacher will consult with the teacher's performance manager as appropriate when considering the evidence.

The Headteacher will meet with the applicant to discuss their self-assessment and agree the judgements made. The vast majority of the criteria must be 'securely met' for teachers to be deemed suitable for progression.

If any of the criteria is judged as 'not meeting', the teacher will not be deemed suitable for progression. The Headteacher will discuss with the teacher what actions they could take to meet the criteria in the future.

5.5 Notification and Feedback

As part of the assessment process, Headteacher recommendations will be moderated by the Trusts Senior Leadership Committee to ensure parity, equity, equality, transparency and fairness in the assessment process. The Senior Leadership Committee for the purposes of pay moderation will include the CEO, Deputy CEO, Director of Safeguarding and the Director of HR.

The purpose of this pay moderation is for the Trust to have due regard to its obligations under the Equality Act 2010, which prohibits discrimination against people on the grounds of certain 'protected characteristics' including:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

We are committed to fostering an inclusive, supportive and equitable environment where all staff have access to the tools, resources and guidance necessary to support them to thrive in their role, and where every employee feels valued, safe and empowered to succeed. This moderation will interrogate MIS data to ensure Trust-wide parity in the application of this policy and the decision-making process.

The Senior Leadership Committee will inform the Headteacher of the outcome of the moderating process. The Headteacher will be responsible for providing feedback to the teacher Feedback for unsuccessful teachers will have a developmental focus, stating specifically which criteria were met and which were not met, and confirming the right to appeal. Any appeal against a decision not to move the teacher onto the upper pay range will be heard under the school's pay appeals procedure.

The CEO will inform the Pay and HR Committee of the Committees collective decision(s) and confirm that the application and assessment process has been appropriately followed.

5.6 Pay Progression for Successful Applicants

Successful applicants will be moved onto the upper pay range from the 1st September following the application. It is the Trust's policy to place teachers who have successfully applied to access the upper pay range on the minimum of the range.

5.7 Movement to UPS 2 and UPS 3

To progress from UPS 1 to UPS 2 and from UPS 2 to UPS 3 teachers can use the relevant pro forma set out in **Appendix 8 and 9**. The same process as per 5.4-5.6 will be followed. Teachers do not normally move through the upper pay scale more frequently than every two years.

Requests should be made no later than two weeks before the end of the summer term, using the threshold pro forma – please see Appendix 8 and 9.

Additional criteria which need to be met to progress to UPS 2, beyond the criteria set for UPS 1 include:

Wider Contribution

- Makes a substantial and sustained contribution and impact to the wider life of the school, e.g. coaching, mentoring, lead on a School Development Priority, positively impacting on a club/learning beyond the classroom, organising/leading school events, PTA, Governor;
- Proactively impacts on staff morale, workload and well-being of others, e.g. opportunities with respect to 'Glimpse of Brilliance' (GOB) and taking part in school social events;
- Working relationships with colleagues characterised by an enthusiastic commitment to helping them overcome professional challenges and seek solutions;

- As appropriate, proactively leads the professional development of colleagues beyond their year group in a way which leads to notably improved outcomes for children; and
- Demonstrates creativity, initiative, high aspirations, optimism, rigour and a sense of urgency on an ongoing basis.

Professional Development

- Proactive impactful development of own practice;
- Learning shared and impacts beyond immediate team;

Additional criteria which need to be met to progress to UPS 3, beyond the criteria set for UPS 1 and UPS 2 include:

Teaching

- Teaching is securely and consistently very good.

Outcomes

- Most children achieve beyond expectations;
- Vast majority of vulnerable children make at least expected progress; many make accelerated progress;
- Children are routinely inquisitive and take risks in extending their own learning; and
- Behaviour is exemplary.

Wider Contribution

- Poor standards are challenged; any conflict is dealt with in a professional manner;
- Contributes strategically to development of well-being; and
- Considered to be strong role model clearly influencing other teaching, leadership, provision and culture.

Professional development

- Innovative practitioner; and
- Sharing professional expertise with Greensand colleagues and advising on effective practice.

6 Allowances & Other Payments

6.1 Teaching and Learning Responsibility Payments (TLRs)

TLR1s and TLR2s

TLRs are awarded where the Headteacher is satisfied that the additional responsibilities are significant and meet the criteria specified in the STPCD. For the award of a TLR1, the post-holder must also have line management responsibility for a significant number of people.

In deciding the appropriate TLR for a post, the Headteacher should take into account the range of responsibilities entailed, the level of accountability, the number of people for whom the individual has line management responsibilities and any other factors the Headteacher deems to be relevant. Where posts are deemed to be of equal weight they will be allocated the same TLR. TLRs may not be awarded to leadership group post holders or unqualified teachers.

The value of each TLR will be determined annually by the Trust Pay and HR Committee. See **Appendix 2** for current year.

TLR3s

The Headteacher may award a fixed-term TLR (a TLR3) to a classroom teacher who has been given a time-limited school improvement project or one-off externally-driven responsibilities. To award a TLR3, the Headteacher must be satisfied that the significant responsibility is one not required of all classroom teachers and which 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 pupils other than the teacher's assigned classes or groups of pupils.

The value of each TLR will be determined annually by the Committee. See **Appendix 2** for current year.

The duration of the fixed term will be established by the Headteacher at the outset and payment will be made monthly during this period. Pay safeguarding will not apply at the end of the fixed period. As for other TLRs, TLR3s may not be awarded to leadership group post holders or unqualified teachers.

6.2 Special Educational Needs Allowances

A SEN allowance will be paid to a teacher:

a) In any SEN post that requires a mandatory SEN qualification and involves teaching pupils with SEN; and/or
b) Who teaches pupils in one or more designated special classes or units within the school; or
c) In a non-designated setting, analogous to a designated special class or unit, where the post:

- Involves a substantial element of working directly with children with special educational needs;
- Requires the exercise of a teacher's professional skills and judgement in the teaching of children with special educational needs; and

- Has a greater level of involvement in the teaching of children with special educational needs than is the normal requirement of teachers throughout the school or unit within the school.

It is for individual schools to determine the nature and level of challenge of the roles undertaken by its teachers working with pupils with SEN, compared and related to that of other teachers in the school, and to establish appropriate spot rates for the provision of SEN allowances which take into account the requirement for mandatory qualifications, the experience/qualifications of the teacher relevant to the post, and the relative demands of the post. Spot rate values must be in accordance with the SEN scale set out in Appendix 2.

6.3 Allowances for Unqualified Teachers

Unqualified teachers are not permitted to hold TLR or SEN allowances. The Headteacher may, however, exercise their discretion to determine that an additional allowance is payable to an unqualified teacher if they consider that the teacher has:

- A sustained additional responsibility which is focused on teaching and learning and requires the exercise of a teacher's professional skills and judgement, or
- Qualifications or experience which bring added value to the role being undertaken.

6.4 Part Time Teachers

Teachers who work less than a full working week are deemed to be part-time. The Trust will give them information about their working time obligations (directed time) 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.

6.5 Supply Teachers

Teachers employed 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 will be calculated on a pro-rata basis, or by any alternative methods agreed by the Trust. In the same way, teachers engaged to work for less than one day will be paid hourly and will have their salary calculated as an annual amount which will then be divided by 195, before being divided again by the proportion of the full school day which they teach in order to arrive at the hourly rate.

7. Salary Determinations – Support Staff

7.1 School Support Staff

The salary grading's for posts shall be based on the job description approved by the Headteacher or other appropriate person and have regard to the terms and grading applicable for similar roles or work throughout the Trust and to any model frameworks for the pay and grading of support staff produced by the Trust.

For support staff newly appointed on Greensand Pay grades, appointment will normally be made on the minimum of the salary range for the relevant grade. However, the appointment can be made on a salary above the minimum of the range where the Headteacher or other appropriate person 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 particular recruitment difficulties. In determining the specific starting salary for a successful applicant, the selection panel will base its decision on the evidence collected through the selection process, including references.

The pay scales for support staff in the Trust can be found in **Appendix 4** of this Policy.

7.2 Greensand Central Team Staff

The Executive Leadership Team will determine the salary grading for posts based on approved job descriptions with due regard to the terms and grading applicable for similar roles or work throughout the Trust, and to any model frameworks for the pay and grading of staff produced by the Trust.

Please refer to the separate Executive Pay Policy with respect to remuneration and pay decisions for Executive Officer roles within the Central Team.

7.3 Support Staff Pay Calculations - Term Time Workers

Term time employees receive an annual salary based on the number of term time weeks for which they are employed, plus the normal annual leave and public holiday entitlement (eight days per annum) on a pro rata basis. Annual leave is therefore deemed to be taken during school closure periods and cannot be taken during term time. Annual salary for term time only staff is calculated as indicated below. The resulting salary is paid in 12 equal monthly instalments and includes annual leave and public holiday pay spread over this period. There is therefore no further entitlement to paid annual leave or public holidays.

When calculating a part time term time employee's pro rata pay, the full time equivalent annual salary will be multiplied by the number of weeks worked per year and by the number of hours worked per week. This is then divided by the appropriate denominator according to the employee's holiday entitlement.

The Trust will apply the following denominators:

- 1632 (26 days) for employees with less than two years' continuous service, calculated as follows:
  26 days entitlement with 8 additional bank holidays = 34 days = 6.8 weeks
  52.14 (which is 365/7) – 6.8 weeks = 45.34.
  45.34 multiplied by 36 hours (for a full time week) = 1632

- 1618 (28 days) for employees with between two and five years' continuous service, calculated as follows:
  28 days entitlement with 8 additional bank holidays = 36 days = 7.2 weeks
  7.2 = 44.94
  44.94 x 36 = 1618

- 1596 (31 days) for employees with more than five years' continuous service, calculated as follows:
  31 days entitlement with 8 additional bank holidays = 38 days = 7.8 weeks
  52.14 – 7.8 = 44.34
  44.34 x 36 = 1596

The Committee will review denominators annually.

7.4 Support Staff with Protected Pay Scales Following TUPE

Support staff working at Milton Mount Primary School subject to protected Green Book National Joint Council (NJC) pay scales will receive an annual salary based on the number of term time weeks for which they are employed, plus the statutory holiday entitlement as detailed in the Working Time Regulations. Staff will also receive a Crawley Allowance fixed at £561 per annum on a pro rata basis. The NJC pay scales can be found in **Appendix 11**. Annual pay awards and incremental increases within pay bands (where applicable) are applied in April.

Support staff engaged on Surrey County Council pay and conditions will receive an annual salary based on the number of term time weeks for which they are employed, plus the normal annual leave and public holiday entitlement (eight days per annum) on a pro rata basis. Surrey County Council Pay Scales can be found in **Appendix 13**. Annual pay awards and incremental increases within pay bands (where applicable) are applied in April.

8. Salary Determinations – Apprenticeships

The pay scale point for apprentices will be determined by the Headteacher or other appropriate person and will take into consideration the individual job role and responsibilities, alongside the Government's guidance on pay and conditions for individuals recruited on an apprenticeship scheme and the comparative level of remuneration on the Surrey Apprenticeship pay framework.

9. Pay Reviews

All members of staff will be provided with a salary statement to take effect from 1 September each year. This statement will contain details of the annual salary plus any allowances due to the staff member. This will be provided after pay decisions have been ratified by the Trust's Pay and HR Committee.

All eligible members of staff will have their pay reviewed annually during the summer term. Staff will automatically progress up the pay range applicable to their role until they reach the top of their range, unless they are subject to performance management proceedings. All members of staff can expect to receive regular, constructive feedback on their performance and to be informed if there is any aspect of their performance that falls below expectations. Should this be the case, the member of staff should be provided with support and the opportunity to improve within the academic year.

To be eligible for consideration for pay progression, members of staff must have completed their probationary period. Staff who have not been in post for 26 working weeks as of 1 September will not be eligible for pay progression, unless their offer letter states otherwise.

Decisions regarding pay progression will be adjusted where appropriate to take into account special circumstances, for example long-term absence resulting from sick leave or maternity leave. A decision on what adjustments may be necessary will be made on a case-by-case basis depending on the individual circumstances.

10. Additional Payments

The Trust may make such payments as it sees fit to a member of staff, other than a Headteacher, in respect of:

a) Continuing professional development undertaken outside the school day;
b) Activities relating to the provision of initial teacher training as part of the ordinary conduct of the school;
c) Participation in out-of-school hours learning activity agreed between the staff member and the Headteacher; and
d) Additional responsibilities and activities due to, or in respect of, the provision of services relating to the raising of educational standards to one or more additional schools.

Any such payments must be agreed and approved in advance by the Headteacher.

Headteachers, in consultation with the Greensand Central Team, also have the discretion to pay student teachers a retention incentive at the end of their placement/upon qualification as part of a permanent appointment package in recognition of services rendered during their unpaid trainee placement.

In addition, the Headteacher/CEO reserves the right to approve payment of honoraria in recognition of work that goes beyond that normally expected of the post holder.

<u>Recruitment and Retention Allowances</u>

The Trust will, in exceptional circumstances, consider the award of a recruitment or retention allowance for posts where it anticipates or encounters recruitment and/or retention difficulties. Any agreed recruitment or retention allowance must be time bonded to no longer than 24 months, at which point the Headteacher or CEO must review the appropriateness of the allowance and make a decision as to whether to issue a new allowance or not.

In determining whether a post will be eligible for a recruitment and retention allowance, Headteachers/the CEO will take into account the following factors:

- Whether the post is in a nationally 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 Headteacher/CEO believes is having a detrimental impact on the recruitment and retention of staff.

Where such an incentive or benefit is awarded, the Headteacher/CEO 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 (unless it is a one-off award);
- The review date after which the award may be withdrawn;
- The basis for any uplift that may be applied.

(*Allowances may be paid monthly, paid wholly or in part as a lump sum subject to satisfactory completion of service in the previous year, or paid by a combination of the two methods.)

Recruitment and retention allowances cannot be paid to the leadership group except where they relate to a reimbursement of reasonably incurred housing or relocation costs. Any other recruitment and retention considerations will be taken into account when determining the leadership pay range.
The Trust's Central Team will conduct regular formal reviews of all recruitment and retention awards and will withdraw awards where the circumstances no longer justify their continued payment.

11. Overtime

Headteachers should regularly review hours with their staff to ensure they are achieving an appropriate work life balance and if appropriate, ensure long hours are not having an impact on an employee's health and welfare.

Overtime must be approved in advance and payment will be based on an employee's basic pay. Where an employee has more than one contract, then each post is seen as separate in terms of hours of work and the hours cannot be combined to attract additional overtime pay. All additional hours worked will be paid at single time irrespective of when they are worked.

12. Pay Appeals

In the event of a member of staff seeking reconsideration of a pay decision he or she should first seek to resolve the matter informally through discussion with the decision maker, or if the complaint concerns the decision maker, with the next senior member of the SLT or at Trust level. See **Appendix 5** for details of who complaints should be referred to. **(Informal Stage)**

If the staff member has been unable to resolve their concerns informally, they should set out their complaint in writing and submit this to the next appropriate senior manager **(see Appendix 5)** who will convene a meeting within 10 working days. At the meeting, the hearing manager will consider the staff member's concerns and afford the opportunity for him/her to make representations in person, accompanied by a trade union representative or work colleague if desired. The staff member should be informed, in writing, of the outcome of the meeting within 5 working days and notified of the right of appeal, where applicable. **(Stage 1)**

If the member of staff wishes to appeal against the outcome of the meeting, he/she should do so within 10 working days of receipt of the written outcome of their complaint. Please refer to **Appendix 5** for the avenues of appeal. The written grounds of appeal should be submitted to the Trust's Lead Governance Professional, who will pass them to the Independent Appeal Panel (a panel of three Trustees from the Trust's Pay & HR Committee). The staff member will be notified of the date of the appeal meeting and has the right to be accompanied by a trade union representative or a work colleague. If the member of staff wishes to submit any written evidence as part of his/her appeal, then he/she must do so at least 5 working days prior to the appeal meeting. **(Stage 2)**

The following list, which is not exhaustive, includes the usual reasons for seeking a review of a pay determination.

That the person or committee by whom the decision was made:

- Incorrectly applied a provision of the STPCD or this policy;
- Failed to have proper regard to statutory guidance;
- Failed to take proper account of relevant evidence;
- Took account of irrelevant or inaccurate evidence;
- Was biased;
- Otherwise unlawfully discriminated against the member of staff.

An agenda for hearing a pay appeal is included as an appendix to this Policy (**Appendix 6**).

The decision of the Independent Appeal Panel should be confirmed in writing to the member of staff within 10 working days of the appeal hearing.

This procedure fulfils the function of the grievance procedure and therefore pay decisions cannot be reopened under the general grievance procedure.

13. Equal Opportunities

13.1 Equality monitoring

The Trust will monitor the outcomes and impact of this policy on a regular basis in conjunction with employee and union representatives.

13.2 Equal Opportunities

The Trust seeks to provide equal employment opportunities for all staff and will comply with all relevant employment and equalities legislation and regulations at all times.

The Public Sector Equality Duty requires employers to have due regard of the need to:

a) Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.

b) Advance equality of opportunity between people who share a protected characteristic and those who do not, involving in particular having due regard to the need to:

- Remove or minimise disadvantages suffered by people due to their protected characteristics;
- Take steps to meet the needs of people with certain protected characteristics where these are different from the needs of other people; and
- Encourage people with certain protected characteristics to participate in public life or in other activities where their participation is disproportionately low.

c) Foster good relations between people who share a protected characteristic and those who do not.

The Trust will continually monitor the implementation of this policy to ensure that it complies with the aforementioned legislation to ensure that all staff are treated equally and fairly, minimising the risk of any direct or indirect discriminatory practices.

14. Policy Review

This Policy will be reviewed annually by the Trust's Pay and HR Committee.

Appendix 1

PAY & HR COMMITTEE – TERMS OF REFERENCE 2025/2026

1. Constitution

1.1 The Greensand Multi Academy Trust Board ("the Board") has resolved to establish a Pay & HR Committee ("the Committee") to advise the Board on matters relating to pay and conditions of staff within Greensand Multi Academy Trust ("the Trust"). The Committee has formal powers delegated by the Board to make decisions for the areas of responsibility outlined below and as set out in the Trust's Scheme of Delegation.

1.2 The Committee is responsible to the Board and reports directly to the Board.

2. Authority

2.1 The Committee is authorised to investigate any activity within these Terms of Reference or specifically delegated to it by the Board. It is authorised to request any information it requires from any Member, Trustee, Governor, employee, external auditor, internal auditor or other assurance provider.

2.2 The Committee is authorised to obtain any outside legal or independent professional advice it considers necessary, normally in consultation with the Accounting Officer and/or Chair of the Board.

2.3 The Committee shall be required to maintain the strictest confidentiality.

3. Duties & Responsibilities

The Committee will exercise responsibility for, and oversight of, the following with respect to the Trust:-

Policies

3.1 Monitoring, reviewing and approving updates, as appropriate, to the Trust's Pay Policy annually and advising the Board when that Policy has been updated. Responsibility for monitoring, reviewing and approving updates, as appropriate, to the Trust's Executive Pay Policy remains with the Trust Board, although the Committee undertakes to keep the Trust Board advised of any changes which might be required to that Policy;

3.2 Establishing, reviewing and monitoring a Trust-wide performance management/appraisal policy for all staff, ensuring it is robust and has as little impact as possible on staff workloads;

3.3 Advising and recommending revisions to those policies which affect staff, including but not limited to those which relate to recruitment, retention, record-keeping, induction, training, allegations against staff, equalities, discipline and grievance, professional conduct, professional development, charging and remissions, appraisal management, management of stress, trade unions, whistle-blowing and approving updates to those policies as appropriate;

3.4 Ensuring that the Trust's Pay and Executive Pay Policies and other staff-related policies and processes are equitably, fairly and consistently applied across the Trust and at school level;

3.5 Monitoring the communication and consultation of policies and processes to staff and reviewing feedback;

Pay & Performance Management

3.6 Proposing annually:-

3.6.1 the annual cost of living rises and pay scales for all staff;

3.6.2 the value of Teaching & Learning Responsibility (TLR) payments for teaching staff for the next academic/financial year; and

3.6.3 that the School Teachers' Pay & Conditions Document (STPCD) and Joint Union recommendations will be adopted for teaching staff. Surrey County Council pay will be mirrored for support staff on Trust terms and conditions and National Joint Council for Local Government Services (NJC) pay for staff on NJC contracts. These will also be taken into consideration for the group of staff that sit outside of these ranges.

3.7 Being aware of the impact that pay decisions have on member schools' budgets;

3.8 Monitoring the outcomes of pay decisions;

3.9 Ensuring pay appeals are managed in line with the Trust's pay and appraisal policies;

3.10 Undertaking an annual performance review of the CEO of the Trust with reference to their objectives. These performance management review meetings will be conducted by the Chair of the Board, the Vice Chair of the Trust Board and one other Trustee ("the CEO Appraisal Panel");

3.11 In the event of the CEO exercising their right of appeal, forming an Appeal Panel consisting of two members of this Committee and another Trustee not involved in the original performance review;

HR

3.12 Receiving reports and making recommendations to the Board on all aspects of matters relating to staff within the Trust, including:

3.12.1 Reviewing and monitoring teacher and staff workload, absence and staff mental health and emotional wellbeing, equality, diversity and inclusion across the Trust;

3.12.2 Reviewing, monitoring, supporting and challenging the Trust's HR Strategy and Business Plan;

3.12.3 Considering, reviewing and monitoring succession planning, strategic workforce planning and resource models within the Trust, including the recruitment strategy and safer recruitment practices;

3.12.4 Reviewing reports from the Executive Team on staff structure and proposals for restructuring or redundancy and making recommendations to the Board in line with the Scheme of Delegation;

3.12.5 Conducting regular reviews of all recruitment and retention awards across the Trust and approving withdrawal of awards where the circumstances no longer justify their continued payment;

3.12.6 Participating in panels for appointing, suspension or dismissal of senior leaders as appropriate (in the Scheme of Delegation);

3.13 Monitoring that staff across the Trust are receiving and attending training and CPD beneficial to the Trust, its pupils and staff development, and that training is appropriate;

3.14 Reviewing the staffing element of the Trust development plan at least once per year;

3.15 Reviewing, considering and monitoring the Trust's apprenticeships strategy and ensuring it aligns with Trust employees' career development plans;

Legal & Procedural

3.16 Reporting to the Board on the progress of the Committee's business and making recommendations to the Board;

3.17 Ensuring that all decisions made pursuant to this Committee's business comply with relevant legislation that affects all employers (for example, legislation on equality, employment protection and data protection);

3.18 Keeping abreast of any relevant developments and observing all statutory, non-statutory and contractual conditions in respect of pay and HR matters and attending relevant training as appropriate.

4. Administration

4.1 The Committee will consist of at least three appropriately skilled and experienced Trustees (ideally with backgrounds in finance, HR or public sector governance). None of the Trustees serving on the Committee, other than the CEO, will be employed within the Trust.

4.2 The Committee will be quorate if three members are present and more than 50% of those members present are Board members.

4.3 The Committee will appoint a Chair ("the Chair"). The Chair cannot be employed by the Trust, and their term of office will be two years.

4.4 The Committee will meet once per term but may meet more frequently as required. The Chair or any two members of this Committee may call a meeting.

4.5 All Committee members have equal voting rights. In the event of an equal division of votes, the Chair shall have the casting vote.

4.6 The Trust's Finance & Operations Director and HR Director may be invited to attend Committee meetings, but will have no voting rights.

4.7 Administrative support will be provided by the Clerk to the Trust and the Lead Governance Professional as appropriate.

4.8 Agendas will be agreed in advance by the Chair and the CEO (based on, but not limited to, a pre-agreed annual schedule of activity) and papers will be circulated to Committee members and attendees at least 5 working days in advance of the meeting.

4.9 Minutes of all Committee meetings will be taken and the reasons for all decisions clearly minuted. Committee minutes will be submitted in the next scheduled meeting of the Board once approved in draft by the Chair.

4.10 The Committee will review these Terms of Reference and self-assess its performance against these Terms of Reference on an annual basis.

4.11 The members of the Committee shall hold office for a term of 4 years.

4.12 The members of the Committee may resign from office or be removed from membership of the Committee on subsequent consideration by the Board.

4.13 The Board must not add to these Terms of Reference responsibilities that require the Committee to adopt an executive role, or its members to offer professional advice to the Board. The Committee

should seek formal professional opinions from HR or professional advisers to the Board. Advice should only be given in Committee members' capacity as Trustees and co-optees and only within these Terms of Reference.

Date reviewed and adopted by the Pay & HR Committee: 4th November 2025

Date of next review: November 2026

Signed: …….
Simon Garrett, Chair of the Greensand MAT Pay & HR Committee

Appendix 2

JOINT UNION RECOMMENDED TEACHER AND LEADERSHIP PAY SCALES FOR ENGLAND FROM 1 SEPTEMBER 2025

Classroom Teachers

Main Pay Range

	England (excl. the London Area)	Inner London Area	Outer London Area	Fringe Area
1	£32,916	£40,317	£37,870	£34,398
2	£34,823	£42,234	£39,851	£36,373
3	£37,101	£44,238	£41,935	£38,627
4	£39,556	£46,339	£44,128	£41,075
5	£42,057	£48,952	£46,800	£43,545
6	£45,352	£52,300	£50,474	£46,839

Upper Pay Range

	England (excl. the London Area)	Inner London Area	Outer London Area	Fringe Area
1	£47,472	£57,632	£52,219	£48,913
2	£49,232	£60,464	£54,151	£50,668
3	£51,048	£62,496	£56,154	£52,490

Leading Practitioner Range

	England (excl. the London Area)	Inner London Area	Outer London Area	Fringe Area
minimum	£52,026	£61,858	£56,154	£53,460
maximum	£79,092	£88,930	£83,223	£80,528

Teaching and Leaning Responsibility Payments (TLR)

	TLR payment 1	TLR payment 2	TLR payment 3	SEN allowance
minimum	1e £10,174	2e £3,527	3e £702	e £2,787
	1d £11,936	2d £4,798	3d £1,396	d £3,465
	1c £13,695	2c £6,070	3c £2,091	c £4,143
	1b £15,456	2b £7,341	3b £2,785	b £4,840
maximum	1a £17,216	2a £8,611	3a £3,478	a £5,497

Unqualified Teachers

	England (excl. the London Area)	Inner London Area	Outer London Area	Fringe Area
1	£22,601	£28,343	£26,789	£24,066
2	£25,193	£30,935	£29,383	£26,656
3	£27,785	£33,528	£31,974	£29,248
4	£30,071	£35,814	£34,265	£31,532
5	£32,667	£38,402	£36,856	£34,126
6	£35,259	£40,994	£39,450	£36,718

Leadership Group Pay Range

	England (excl the London Area)	Inner London Area	Outer London Area	Fringe Area
1	£51,773	£61,554	£55,881	£53,198
2	£53,069	£62,857	£57,180	£54,496
3	£54,394	£64,187	£58,497	£55,822
4	£55,747	£65,538	£59,859	£57,183
5	£57,137	£66,935	£61,249	£58,573
6	£58,569	£68,361	£62,677	£60,001
7	£60,145	£69,942	£64,259	£61,582
8	£61,534	£71,327	£65,642	£62,962
9	£63,070	£72,858	£67,177	£64,500
10	£64,691	£74,479	£68,799	£66,120
11	£66,368	£76,154	£70,473	£67,796
12	£67,898	£77,691	£72,009	£69,332
13	£69,596	£79,385	£73,708	£71,030
14	£71,330	£81,120	£75,433	£72,763
15	£73,105	£82,888	£77,209	£74,532
16	£75,049	£84,841	£79,157	£76,481
17	£76,772	£86,566	£80,884	£78,215
18	£78,702	£88,496	£82,816	£80,134
19	£80,655	£90,446	£84,769	£82,084
20	£82,654	£92,447	£86,764	£84,092
21	£84,699	£94,491	£88,812	£86,138
22	£86,803	£96,594	£90,906	£88,237
23	£88,951	£98,737	£93,057	£90,381
24	£91,158	£100,951	£95,267	£92,595
25	£93,424	£103,211	£97,531	£94,854
26	£95,735	£105,521	£99,840	£97,170
27	£98,106	£107,891	£102,213	£99,537
28	£100,540	£110,327	£104,648	£101,967
29	£103,030	£112,823	£107,134	£104,462
30	£105,595	£115,382	£109,699	£107,018
31	£108,202	£117,995	£112,315	£109,637
32	£110,892	£120,678	£114,996	£112,328
33	£113,646	£123,438	£117,758	£115,083
34	£116,456	£126,247	£120,566	£117,891
35	£119,350	£129,141	£123,457	£120,786
36	£122,306	£132,092	£126,409	£123,737
37	£125,345	£135,141	£129,457	£126,780
38	£128,447	£138,235	£132,557	£129,880
39	£131,578	£141,365	£135,683	£133,006
40	£134,860	£144,656	£138,974	£136,299
41	£138,230	£148,028	£142,340	£139,662
42	£141,693	£151,483	£145,798	£143,128
43	£143,796	£153,490	£147,866	£145,218

Appendix 3

HEADTEACHER PAY RANGES

Group	Units	Range of spine points	Greensand Schools (based upon 2024/25 expected NoR)
1	0 – 1000	L6-L18	
2	1001 – 2200	L8-L21	Dovers Green (1852) Holmesdale (2025) Horley Infants (1984) Kingswood (1283) St John's (1529)
3	2201 – 3500	L11-L24	Wray Common (2940) Yattendon (2527)
4	3501 – 5000	L14-L27	Milton Mount (4520)
5	5001 – 7500	L18-L31	
6	7501 – 11000	L21-L35	
7	11001 – 17000	L24-L39	Reigate (13024)
8	17001+	L28-L43	

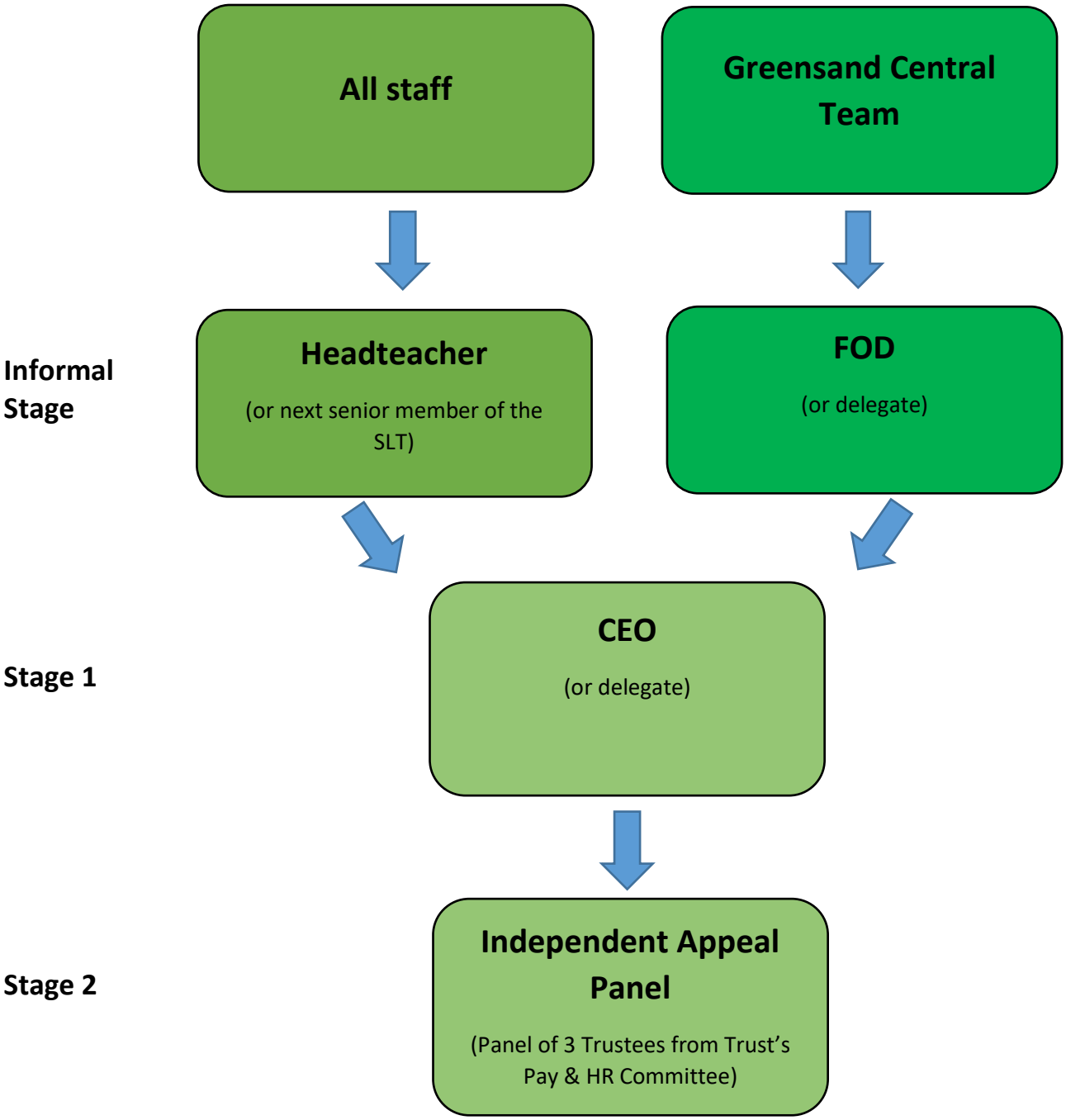
Appendix 4

Greensand Support Staff Pay Framework

GMAT Pay Scale Point	Pay Scale Value From 1.9.2025	Hourly Rate
1	£23,322	£12.42
2		
3	£24,330	£12.96
4	£25,052	£13.35
5	£25,480	£13.57
6	£25,916	£13.81
7	£26,360	£14.04
8	£26,825	£14.29
9	£27,634	£14.72
10	£28,113	£14.98
11	£28,602	£15.24
12	£29,101	£15.50
13	£29,604	£15.77
14	£30,647	£16.33
15	£31,187	£16.62
16	£31,739	£16.91
17	£32,301	£17.21
18	£32,867	£17.51
19	£33,552	£17.88
20	£34,186	£18.21
21	£34,833	£18.56
22	£35,098	£18.70
23	£35,763	£19.05
24	£36,873	£19.64
25	£37,591	£20.03
26	£38,322	£20.42
27	£39,069	£20.81
28	£39,820	£21.21
29	£41,585	£22.15
30	£42,397	£22.59
31	£43,224	£23.03
32	£44,068	£23.48
33	£45,135	£24.05
34	£47,142	£25.11
35	£48,064	£25.61
36	£49,005	£26.11
37	£49,965	£26.62
38	£51,175	£27.26
39	£53,713	£28.62
40	£54,980	£29.29
41	£56,278	£29.98
42	£57,609	£30.69
43	£58,953	£31.41
44	£61,784	£32.92
45	£63,252	£33.70
46	£64,758	£34.50
47	£66,301	£35.32
48	£67,859	£36.15
49	£70,975	£37.81
50	£72,673	£38.72
51	£74,415	£39.65
52	£76,199	£40.60
53	£78,002	£41.56
54	£81,796	£43.58
55	£83,765	£44.63
56	£85,783	£45.70
57	£87,853	£46.80
58	£89,942	£47.92

Appendix 5

PAY APPEALS FLOWCHART



Appendix 6

AGENDA FOR STAGE 1 AND STAGE 2 PAY APPEAL HEARINGS

(The Agenda will need to be modified according to whether it is a Stage 1 or Stage 2 appeal)

(SCHOOL)

(DATE)

(TIME)

1. Introduction of all those present.

2. The appellant and/or his representative to present his/her reasons for appeal with any supporting evidence, and call witnesses* if applicable.

3. The Headteacher / FOD (as appropriate) to ask questions of the appellant and witnesses* if applicable.

4. The CEO / representative of the Pay & HR Committee (as appropriate) to ask questions of the appellant and witnesses* if applicable.

5. The Headteacher / FOD (as appropriate) to respond to the appellant's appeal, and call witnesses* if applicable.

6. The appellant and/or his/her representative to ask questions of the Headteacher / FOD (as appropriate).

7. The CEO / representative of the Pay Committee (as appropriate) to ask questions of the Headteacher / FOD (as appropriate).

8. The appellant and/or his/her representative to summarise.

9. The Headteacher / FOD (as appropriate) to summarise.

10. Hearing to be adjourned whilst all parties, except the CEO / Pay & HR Committee (as appropriate), their adviser and the Clerk, leave the room.

11. The parties will be recalled and if the CEO / Pay & HR Committee (as appropriate) has reached a decision this will be confirmed.

*Witnesses will usually be called one at a time and will be questioned by the other party and the panel, if necessary, before being asked to leave and the next witness called in.

Appendix 7

THRESHOLD AND BEYOND: PROGRESSION (Summary)

Threshold application / UPS 1 / UPS 2	UPS 3
In line with STPCD, moving to threshold requires teaching to be "highly competent". This then needs to be sustained and developed on UPS. **TEACHING PRACTICE:** • Teaching is securely and consistently good • Misconceptions are successfully planned for and tackled successfully as they arise • Children's understanding is systematically & effectively checked within lessons anticipating where intervention is needed and doing so with notable effect • Based on in-depth knowledge and accurate assessment of children, planning builds on prior learning and the delivery, including interventions, extends all children successfully in their next challenging learning step • Questioning fully inclusive, results in higher-level thinking, and excellently challenges & extends learning • Feedback is well-focused, diagnostic and helps children to make accelerated gains • Teacher's strong subject knowledge contributes to highly impactful explanation and modelling **CHILDREN'S OUTCOMES:** • Almost all pupils achieve in line with school expectations; many exceed them • Vast majority of vulnerable children make at least expected progress; some make accelerated progress • Vast majority of children identity themselves as successful learners – and can talk confidently about their learning successes, how they have been successful and their next steps • Vast majority of children are typically engrossed in their learning and engaged in hard thinking • Vast majority of children enjoy school, feel safe, valued and cared for • Children routinely show high levels of courtesy, collaboration and respect; behaviour is very good • The needs of vulnerable children, including SEN and Disadvantaged, are understood in depth and consistently expertly provided for, with evidence of notable impact	Teaching has developed into exemplar practice, as evidenced by improved outcomes • Teaching is securely and consistently very good • Rest as per Threshold/UPS1/UPS2 • Most children achieve beyond expectations • Vast majority of vulnerable children make at least expected progress; many make accelerated progress • Children are routinely inquisitive and take risks in extending their own learning • Behaviour is exemplary • Rest as per Thresh/Ups1/2

WIDER CONTRIBUTION:

Threshold application	UPS 1 / UPS 2	UPS 3
• Impacted positively on the standards of others • Positive, impactful working relationships with children, colleagues and parents	In addition to expectations for teacher at MPS, the following is expected: • Makes a substantial & sustained contribution and impact to the wider life of the school • Proactively impacts on staff morale, workload and well-being of others, e.g. opportunities with respect to 'Glimpse of Brilliance' (GOB) and taking part in school social events • Working relationships with colleagues characterised by an enthusiastic commitment to helping them overcome professional challenges and seek solutions • As appropriate, proactively leads the professional development of colleagues beyond their year group in a way which leads to notably improved outcomes for children.	As per UPS 1/2, and • Sharing professional expertise with Greensand colleagues and advising on effective practice. • Poor standards are challenged; any conflict is dealt with in a professional manner. • Contributes strategically to development of well-being • Considered to be strong role model clearly influencing other teaching, leadership, provision and culture

	• Demonstrates creativity, initiative, high aspirations, optimism, rigour and a sense of urgency on an ongoing basis	

PROFESSIONAL DEVELOPMENT:

Threshold application	UPS 1 / UPS 2	UPS 3
• Routinely evaluates own impact of teaching & provision, supported by feedback & good knowledge of educational research; responds to this ongoing evaluation by adapting and improving practice & provision	As per threshold, and • Proactive impactful development of own practice • Learning shared & impact beyond immediate team	As per UPS 1/2 • Innovative practitioner • Shared learning

PERSONAL AND PROFESSIONAL CONDUCT:

Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

- treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
- showing tolerance of and respect for the rights of others
- not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.

Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.

Appendix 8

THRESHOLD PRO FORMA

Page 1: To be completed by teacher

Name: **Date:**

THRESHOLD SELF-EVALUATION

Please highlight each criteria/bullet point **Green** (securely met), **Yellow** (not secure yet), **Red** (not meeting)

CLASSROOM:

In line with STPCD, moving to threshold requires teaching to be "highly competent". This then needs to be sustained and developed on UPS.

TEACHING PRACTICE:

- Teaching is securely and consistently good
- Misconceptions are successfully planned for and tackled successfully as they arise
- Children's understanding is systematically & effectively checked within lessons anticipating where intervention is needed and doing so with notable effect
- Based on in-depth knowledge and accurate assessment of children, planning builds on prior learning and the delivery, including interventions, extends all children successfully in their next challenging learning step
- Questioning fully inclusive, results in higher-level thinking, and excellently challenges & extends learning
- Feedback is well-focused, diagnostic and helps children to make accelerated gains
- Teacher's strong subject knowledge contributes to highly impactful explanation and modelling

CHILDREN'S OUTCOMES:

- Almost all pupils achieve in line with school expectations; many exceed them
- Vast majority of vulnerable children make at least expected progress; some make accelerated progress
- Vast majority of children identity themselves as successful learners – and can talk confidently about their learning successes, how they have been successful and their next steps
- Vast majority of children are typically engrossed in their learning and engaged in hard thinking
- Vast majority of children enjoy school, feel safe, valued and cared for
- Children routinely show high levels of courtesy, collaboration and respect; behaviour is very good
- The needs of vulnerable children, including SEN and Disadvantaged, are understood in depth and consistently expertly provided for, with evidence of notable impact

WIDER CONTRIBUTION:

- Impacted positively on the standards of others
- Positive, impactful working relationships with children, colleagues and parents
- Committed to taking on additional responsibility and expectations of UPS

PROFESSIONAL DEVELOPMENT:

- Routinely evaluates own impact of teaching & provision, supported by feedback and good knowledge of educational research; responds to this ongoing evaluation by adapting and improving practice & provision

PERSONAL AND PROFESSIONAL CONDUCT:

Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

- treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
- showing tolerance of and respect for the rights of others
- not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs

• ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
• **Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach**
• **Maintain high standards in their own attendance and punctuality**

Page 2: To be completed by Headteacher

PAY PROGRESSION RECOMMENDATION

	Met/Not met	If "not met", what are the key next steps?
Classroom		
Wider Contribution		
Professional Development		
Professional Behaviours		

"Classroom" element may be considered to be met if children's achievement are not in line with criteria where at least one of the points below is true:

1. The class teacher has taken significant and well-considered steps to ensure children concerned make accelerated progress where they are falling behind, including unpicking barriers to learning, targeting children that need to make rapid progress, and ensuring these children are given an adequately personalised the learning experience. Evidence of these reasonable steps must be presented in the review meeting.

2. There are very significant external factors affecting the progress of the children (such as a family bereavement).

Recommendation for Pay Progression: **Yes / No**

Headteacher: **Date:**

Appendix 9

UPS 2 PRO FORMA

Page 1: To be completed by teacher

Name: **Date:**

THRESHOLD SELF-EVALUATION

Please highlight each criteria/bullet-point **Green** (securely met), **Yellow** (not secure yet), **Red** (not meeting)

CLASSROOM:

UPS 1 / UPS 2	
After progressing through threshold, has practice, supported by outcomes been "highly competent" over last 2 years? **TEACHING PRACTICE:** • Teaching is securely and consistently good • Misconceptions are successfully planned for and tackled successfully as they arise • Children's understanding is systematically & effectively checked within lessons anticipating where intervention is needed and doing so with notable effect • Based on in-depth knowledge and accurate assessment of children, planning builds on prior learning and the delivery, including interventions, extends all children successfully in their next challenging learning step • Questioning fully inclusive, results in higher-level thinking, and excellently challenges & extends learning • Feedback is well-focused, diagnostic and helps children to make accelerated gains • Teacher's strong subject knowledge contributes to highly impactful explanation and modelling	**CHILDREN'S OUTCOMES:** • Almost all pupils achieve in line with school expectations; many exceed them • Vast majority of vulnerable children make at least expected progress; some make accelerated progress • Vast majority of children identity themselves as successful learners – and can talk confidently about their learning successes, how they have been successful and their next steps • Vast majority of children are typically engrossed in their learning and engaged in hard thinking • Vast majority of children enjoy school, feel safe, valued and cared for • Children routinely show high levels of courtesy, collaboration and respect; behaviour is very good • The needs of vulnerable children, including SEN and Disadvantaged, are understood in depth and consistently expertly provided for, with evidence of notable impact

WIDER CONTRIBUTION:

Threshold application	UPS 1 / UPS 2
• Sustained impact in role • Impacted positively on the standards of others • Positive, impactful working relationships with children, colleagues and parents • Commitment to sharing professional knowledge and expertise orally and in writing, and advising on effective practice	In addition to expectations for teacher at MPS, the following is expected: • Makes a substantial & sustained contribution and impact to the wider life of the school, e.g. coaching, mentoring, lead on a School Development Priority, positively impacting on a club/learning beyond the classroom, organising/leading school events, PTA, Governor • Proactively impacts on staff morale, workload and well-being of others, e.g. opportunities with respect to 'Glimpse of Brilliance' (GOB) and taking part in school social events • Working relationships with colleagues characterised by an enthusiastic commitment to helping them overcome professional challenges and seek solutions • As appropriate, proactively leads the professional development of colleagues beyond their year group in a way which leads to notably improved outcomes for children. • Demonstrates creativity, initiative, high aspirations, optimism, rigour and a sense of urgency on an ongoing basis

PROFESSIONAL DEVELOPMENT:

Threshold application	UPS 1/ UPS 2
• Routinely evaluates own impact of teaching & provision, supported by feedback and good knowledge of educational research; responds to this ongoing evaluation by adapting and improving practice & provision	As per threshold, and • Proactive impactful development of own practice • Learning shared & impacts beyond immediate team

PERSONAL AND PROFESSIONAL CONDUCT:

BEHAVIOURS
Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

• treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position • having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions • showing tolerance of and respect for the rights of others • not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs • ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
• **Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach**
• **Maintain high standards in their own attendance and punctuality**

Page 2: To be completed by headteacher

PAY PROGRESSION RECOMMENDATION

	Met/Not met	If "not met", what are the key next steps?
Classroom		
Wider Contribution		
Professional Development		
Professional Behaviours		

"Classroom" element may be considered to be met if children's achievement are not in line with criteria where at least one of the points below is true:

1. The class teacher has taken significant and well-considered steps to ensure children concerned make accelerated progress where they are falling behind, including unpicking barriers to learning, targeting children that need to make rapid progress, and ensuring these children are given an adequately personalised the learning experience. Evidence of these reasonable steps must be presented in the review meeting.
2. There are very significant external factors affecting the progress of the children (such as a family bereavement).

Recommendation for Pay Progression: **Yes / No**

Headteacher: **Date:**

Appendix 10

UPS 3 PRO FORMA

Page 1: To be completed by teacher

Name: **Date:**

THRESHOLD SELF-EVALUATION

Please highlight each criteria/bullet point **Green** (securely met), **Yellow** (not secure yet), **Red** (not meeting)

CLASSROOM:

Threshold application / UPS 1 / UPS 2	UPS 3
In line with STPCD, moving to threshold requires teaching to be "highly competent". This then needs to be sustained and developed on UPS. **TEACHING PRACTICE:** • Teaching is securely and consistently good • Misconceptions are successfully planned for and tackled successfully as they arise • Children's understanding is systematically & effectively checked within lessons anticipating where intervention is needed and doing so with notable effect • Based on in-depth knowledge and accurate assessment of children, planning builds on prior learning and the delivery, including interventions, extends all children successfully in their next challenging learning step • Questioning fully inclusive, results in higher-level thinking, and excellently challenges & extends learning • Feedback is well-focused, diagnostic and helps children to make accelerated gains • Teacher's strong subject knowledge contributes to highly impactful explanation and modelling **CHILDREN'S OUTCOMES:** • Almost all pupils achieve in line with school expectations; many exceed them • Vast majority of vulnerable children make at least expected progress; some make accelerated progress • Vast majority of children identity themselves as successful learners – and can talk confidently about their learning successes, how they have been successful and their next steps • Vast majority of children are typically engrossed in their learning and engaged in hard thinking • Vast majority of children enjoy school, feel safe, valued and cared for • Children routinely show high levels of courtesy, collaboration and respect; behaviour is very good • The needs of vulnerable children, including SEN and Disadvantaged, are understood in depth and consistently expertly provided for, with evidence of notable impact	Teaching has developed into exemplar practice, as evidenced by improved outcomes • Teaching is securely and consistently very good • Rest as per Threshold/UPS1/UPS2 • Most children achieve beyond expectations • Vast majority of vulnerable children make at least expected progress; many make accelerated progress • Children are routinely inquisitive and take risks in extending their own learning • Behaviour is exemplary • Rest as per Thresh/Ups1/2

WIDER CONTRIBUTION:

UPS 1 / UPS 2	UPS 3
In addition to expectations for teacher at MPS, the following is expected: • Makes a substantial & sustained contribution and impact to the wider life of the school, e.g. coaching, mentoring, lead on a School Development Priority, positively impacting on a club/learning beyond the classroom, organising/leading school events, PTA, Governor • Proactively impacts on staff morale, workload and well-being of others, e.g. opportunities with respect to 'Glimpse of Brilliance' (GOB) and taking part in school social events • Working relationships with colleagues characterised by an enthusiastic commitment to helping them overcome professional challenges and seek solutions • As appropriate, proactively leads the professional development of colleagues beyond their year group in a way which leads to notably improved outcomes for children • Demonstrates creativity, initiative, high aspirations, optimism, rigour and a sense of urgency on an ongoing basis	As per UPS 1/2, and • Takes formal responsibility for the professional development of other individual(s) • Poor standards are challenged; any conflict is dealt with in a professional manner. • Contributes strategically to development of well-being • Considered to be strong role model clearly influencing other teaching, leadership, provision and culture

PROFESSIONAL DEVELOPMENT:

Threshold application	UPS 1/ UPS 2	UPS 3
• Routinely evaluates own impact of teaching & provision, supported by feedback and good knowledge of educational research; responds to this ongoing evaluation by adapting and improving practice & provision	As per threshold, and • Proactive impactful development of own practice • Sharing professional expertise with Greensand colleagues and advising on effective practice	As per UPS 1/2 • Innovative practitioner • Sharing professional expertise with Greensand colleagues

		and advising on effective practice

PERSONAL AND PROFESSIONAL CONDUCT:

BEHAVIOURS
Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by: • treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position • having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions • showing tolerance of and respect for the rights of others • not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs • ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
• **Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach**
• **Maintain high standards in their own attendance and punctuality**

Page 2: To be completed by headteacher

PAY PROGRESSION RECOMMENDATION

	Met/Not met	If "not met", what are the key next steps?
Classroom		
Wider Contribution		
Professional Development		
Professional Behaviours		

"Classroom" element may be considered to be met if children's achievement are not in line with criteria where at least one of the points below is true:

1. The class teacher has taken significant and well-considered steps to ensure children concerned make accelerated progress where they are falling behind, including unpicking barriers to learning, targeting children that need to make rapid progress, and ensuring these children are given an adequately personalised the learning experience. Evidence of these reasonable steps must be presented in the review meeting.
2. There are very significant external factors affecting the progress of the children (such as a family bereavement).

Recommendation for Pay Progression: **Yes / No**

Headteacher: **Date:**

Appendix 11

National Joint Council Pay Framework

SCP	01-Apr-24		01-Apr-25	
	per annum	per hour	per annum	per hour
1	*Deleted wef 01 Apr 23*			
2	£23,656	£12.26	£24,413	£12.65
3	£24,027	£12.45	£24,796	£12.85
4	£24,404	£12.65	£25,185	£13.05
5	£24,790	£12.85	£25,583	£13.26
6	£25,183	£13.05	£25,989	£13.47
7	£25,584	£13.26	£26,403	*£13.69*
8	£25,992	£13.47	£26,824	£13.90
9	£26,409	£13.69	£27,254	£14.13
10	£26,835	£13.91	£27,694	*£14.35*
11	£27,269	£14.13	£28,142	*£14.59*
12	£27,711	£14.36	£28,598	£14.82
13	£28,163	£14.60	£29,064	*£15.06*
14	£28,624	£14.84	£29,540	£15.31
15	£29,093	£15.08	£30,024	£15.56
16	£29,572	£15.33	£30,518	£15.82
17	£30,060	£15.58	£31,022	£16.08
18	£30,559	£15.84	£31,537	£16.35
19	£31,067	£16.10	£32,061	£16.62
20	£31,586	£16.37	£32,597	*£16.90*
21	£32,115	£16.65	£33,143	£17.18
22	£32,654	£16.93	£33,699	£17.47
23	£33,366	£17.29	£34,434	*£17.85*
24	£34,314	£17.79	£35,412	*£18.35*
25	£35,235	£18.26	£36,363	*£18.85*
26	£36,124	£18.72	£37,280	£19.32
27	£37,035	£19.20	£38,220	£19.81
28	£37,938	£19.66	£39,152	£20.29
29	£38,626	£20.02	£39,862	£20.66
30	£39,513	£20.48	£40,777	£21.14
31	£40,476	£20.98	£41,771	£21.65
32	£41,511	£21.52	£42,839	*£22.20*
33	£42,708	£22.14	£44,075	£22.85
34	£43,693	£22.65	£45,091	£23.37
35	£44,711	£23.17	£46,142	*£23.92*
36	£45,718	£23.70	£47,181	£24.46
37	£46,731	£24.22	£48,226	£25.00
38	£47,754	£24.75	£49,282	£25.54
39	£48,710	£25.25	£50,269	£26.06
40	£49,764	£25.79	£51,356	£26.62
41	£50,788	£26.32	£52,413	*£27.17*
42	£51,802	£26.85	£53,460	£27.71
43	£52,805	£27.37	£54,495	£28.25

Appendix 12

Surrey Pay Job Families Framework

Table 1: Job Family Pay Scales – effective from 1 April 2025

	1 April 2025 - 31 March 2026						
Pay Model	Grade Name	Pay Scale					
		Point 1	Point 2	Point 3	Point 4	Point 5	Point 6
Job Family Pay Model	PS1/2	£23,322	-	-	-	-	-
	PS3			£24,330	-	-	-
	PS4		£25,052	£25,480	£25,916	£26,360	£26,825
	PS5		£27,634	£28,113	£28,602	£29,101	£29,604
	PS6		£30,647	£31,187	£31, 739	£32,301	£32,867
	PS7		£33,552	£34,186	£34,833	£35,098	£35,763
	PS8		£36,873	£37,591	£38,322	£39,069	£39,820
	PS9		£41,585	£42,397	£43,224	£44,068	£45,135
	PS10		£47,142	£48,064	£49,005	£49,965	£51,175
	PS11		£53,713	£54,980	£56,278	£57,609	£58,953
	PS12		£61,784	£63,252	£64,758	£66,301	£67,859
	PS13		£70,975	£72,673	£74,415	£76,199	£78,002
	PS14		£81,796	£83,765	£85,783	£87,853	£89,942
Leadership Pay Model	PS15	£90,363					£101,581
	PS16	£101,582					£125,442
	PS17	£125,443					£150,119
	PS18	£150,120					£179,730
	CEX	£230,984					£255,954