



# Community First Academy Trust

## **Pay Policy**

**ADOPTED AT THE MEETING OF TRUSTEES**

**17/09/2019**

**CHAIR OF BOARD: Mrs Ruth Rule-Mullen**

This is a Trust-wide policy adopted and reviewed by either the Trust Board or Finance Committee and relates to all schools that are partners within the Trust.  
Specific Academy policies, e.g. curriculum policies will be found on the individual school websites.

Date: September 2019

Planned Review Date: Augusts 2020

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## Document history

<b>Date adopted by Board of Trustees:</b>	17 <sup>th</sup> September 2019
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<b>Date reviewed:</b>	<b>Comments:</b>
September 2018	Reviewed in line with 2018 STPCD
September 2019	Reviewed in line with 2019 STPCD  Key updates: <ul style="list-style-type: none"><li>• The document confirms that a 2.75 percent uplift has been applied to the statutory minima and maxima of all pay ranges and allowances – with effect from 1 September 2019.</li><li>• Aside from the confirmation of the September 2019 pay award, the other main change to the STPCD makes provision for the devolution of teachers' pay arrangements in Wales.</li></ul>

## **Contents:**

Statement of intent

1. Legal framework
2. Definitions
3. Roles and responsibilities
4. Working time and cover
5. **[Updated for 2019]** Leadership group pay scale
6. **[Updated for 2019]** Classroom teacher pay scale
7. **[Updated for 2019]** Leading practitioner pay scale
8. **[Updated for 2019]** Unqualified teacher pay scale
9. Part-time and short notice teachers
10. Pay reviews
11. Pay progression based on performance
12. Application to be paid on the upper pay range
13. **[Updated for 2019]** TLR payments
14. **[Updated for 2019]** SEND allowance
15. Acting allowances
16. Additional payments
17. Safeguarding arrangements
18. Salary sacrifice arrangements
19. Appeals procedure
20. Monitoring and review

## **Appendices**

- a) Appendix 1 – Professional Responsibilities and Rights of Those on the Leadership Pay Range
- b) Appendix 2 – Professional Responsibilities and Rights of Teachers
- c) Appendix 3 – Upper Pay Range Progression Criteria
- d) Appendix 4 – Upper Pay Range Application Form

## Statement of intent

Community First Academy Trust understands that a fair and transparent policy is needed to establish the pay structure of teaching staff within its schools.

As a result, the trust has developed this policy to ensure that all members of teaching staff are aware of the basis on which the trust determines teachers' pay, the process for annual pay reviews and progression, and the process for addressing any grievances teachers may have concerning their pay.

In accordance with the 'School teachers' pay and conditions document 2019 and guidance on school teachers' pay and conditions' (STPCD), all pay progression at the school is linked to performance. For this reason, all pay progression decisions will first be determined by the school's Teacher Appraisal and Capability Policy.

This policy aims to:

- Assure the quality of teaching and learning at each trust school.
- Support recruitment and retention, and reward teachers appropriately.
- Ensure accountability, transparency, objectivity and equality of opportunity.

## 1. Legal framework

1.1. This policy has due regard to all relevant legislation, statutory and advisory guidance including, but not limited to, the following:

- The Working Time Regulations 1998
- The Employment Relations Act 1999 (As amended)
- The Part-time Workers (Prevention of Less Favourable Treatment) Regulations 2000 (As amended)
- The Fixed-Term Employees (Prevention of Less Favourable Treatment) Regulations 2002 (As amended)
- The Flexible Working Regulations 2014
- The Equality Act 2010
- The Education (School Teachers' Appraisal) (England) Regulations 2012 (As amended)
- **[Updated for 2019]** DfE (2019) 'School teachers' pay and conditions document 2019 and guidance on school teachers' pay and conditions'
- DfE (2019) 'Implementing your school's approach to pay'
- ACAS (2015) 'Code of practice on disciplinary and grievance procedures'
- NB. The 'School teachers' pay and conditions document 2019 and guidance on school teachers' pay and conditions' will be referred to as the STPCD from hereafter.

This policy operates in conjunction with the following school policies:

- Teacher Appraisal and Capability Policy

## 2. Definitions

- 2.1. For the purpose of this policy, “**highly competent**” means an individual whose performance is not only good, but is also good enough to provide coaching and mentoring to other teachers. An individual who is highly competent will be able to give advice to other teachers, demonstrate effective teaching practice and know how to make a wider contribution to the work of the school, trust and the local area.
- 2.2. For the purpose of this policy, a “**substantial**” contribution means an individual who plays a critical role in the life of the school and continuously offers significant value. An individual who makes a substantial contribution to raising pupil standards, takes advantage of opportunities for professional development and uses the outcomes of such to effectively improve pupils’ learning.
- 2.3. For the purpose of this policy, “**sustained**” means maintained continuously over a long period of time, e.g. over two school years.

## 3. Roles and responsibilities

- 3.1. The appropriate person/committee as identified within the Trust Scheme of Delegation is responsible for:
  - Making any pay decisions within a school.
  - Reviewing each teacher’s salary on an annual basis.
  - Ensuring arrangements are in place for notifying staff members of their position on the pay range, as well as any allowances they may be eligible for.
  - Ensuring that sufficient funds are available in order to support pay decisions.
  - Determining the extent to which specific functions relating to pay determination and the appeals process will be delegated to others.
  - Monitoring the outcomes of this policy and reviewing any changes as necessary.
- 3.2. The Headteacher / head of school is responsible for:
  - Developing clear arrangements for linking teachers’ performance to pay progression.
  - Ensuring that effective appraisal systems are in place, and that members of staff have the knowledge and skills necessary to apply these procedures fairly.
  - Submitting any pay recommendations to the governing board for approval.
  - Ensuring that the governing board has sufficient evidence upon which to make decisions regarding pay.
  - Keeping teachers well-informed of any decisions made regarding pay progression, as well as ensuring that written records are held.
  - Maintaining records of decisions and recommendations made, and evidencing that all decisions have been made fairly.
  - Submitting updates to this policy to the governing board for approval.
  - Communicating any approved changes to this policy to all teaching staff.

- Carrying out their professional responsibilities, as outlined in the Trust Career Stage Expectations document.
- 3.3. Teachers are responsible for:
- Engaging with their appraisal/performance management; this includes working alongside their appraiser to ensure that there is a suitable amount of evidence available in order for an annual pay review determination to be made.
  - Keeping records of their objectives and reviewing them throughout the appraisal process.
  - Ensuring that they share any evidence for their appraisal that they consider relevant with their appraiser.
  - Appraising the performance of other teachers, if delegated to do so by the headteacher.
  - Deciding whether they wish to apply for progression to the upper pay range.
  - Carrying out their professional duties, as outlined in Appendix B.

#### 4. Working time and cover

- 4.1. Teachers employed full-time will be available to work 195 days a year, of which:
- 190 days will be spent teaching pupils and performing other duties.
  - 5 days will be spent performing other duties only.
- 4.2. The 195 days in which teachers at the school are required to work will be specified by the Trust, or by the headteacher if directed.
- 4.3. Teachers employed full-time will be available to perform their duties at such times and places as specified by the headteacher for 1265 hours, which will be allocated reasonably throughout the specified 195 days of the school year.
- 4.4. Part-time teachers are bound by the same conditions of employment as full-time teachers, except that the number of hours the teacher must be available for work will be that proportion of 1265 hours which corresponds to the proportion of total remuneration the teacher is entitled to be paid.
- 4.5. The amount of time a teacher spends taking their daily break or travelling to and from the school does not count towards their 1265 hours or the pro rata equivalent.
- 4.6. Part-time teachers will not be required to work or attend non-pupil days, or parts of days, on days which they would not normally be expected to work.
- 4.7. Part-time teachers may be required to carry out duties, other than teaching pupils, outside school sessions on any day on which the teacher is normally required to be available to work (whether the teacher is normally required to be available to work for the whole of that day or for only part of that day).

- 4.8. The total amount of time that a part-time teacher may be required to be available for duties under 4.6, when expressed as a proportion of the total amount of time that the teacher would be required to be available for such work if employed in the same post on a full-time basis, will not exceed the equivalent of that proportion of total remuneration that the teacher is entitled to be paid.
- 4.9. Members of the leadership group, employees on the leading practitioner pay range and unattached teachers will not operate on a time-bound contract; therefore, the working time provisions stipulated within the STPCD will not apply to these employees.
- 4.10. All members of teaching staff will be required to work additional hours, within reason, to enable the effective discharge of their professional duties.
- 4.11. All members of part-time teaching staff at the school will be provided with a written agreed statement which sets out the expectations of the school and the employee in relation to the deployment of working time.
- 4.12. In line with their professional duties, teachers are required to supervise, and so far as practicable teach, any pupils where the person timetabled to take the class is not available to do so.
- 4.13. Subject to the STPCD, teachers will only be required to carry out their responsibility outlined in paragraph 4.12 rarely, and only in circumstances that are not foreseeable, for example, a teacher is absent without notice.

## 5. [Updated for 2019] Leadership group pay scale

- 5.1. **[Updated for 2019]** Staff members within the leadership group, including headteachers, deputy/assistant headteachers and members of the school's SLT, will be paid within the following range:

<b>Leadership group pay range – annual salary (£)</b>	
<b>Minimum</b>	41,065
<b>Maximum</b>	114,060

- 5.2. In accordance with section 6 of the STPCD, the headteacher's or head of schools salary will normally be calculated by using the number of pupils at the school (the total unit score) to determine the appropriate headteacher group.
- 5.3. When determining where within the pay scale a headteacher will be placed, the CEO/Board of Trustees will consider the responsibilities of the role and any challenges specific to the role, as well as any other relevant considerations.

- 5.4. In the case of a newly appointed headteacher, the governing board will consider whether the requirements of the post, and the extent to which the preferred candidate meets these requirements, mean that it would be appropriate for the individual to begin their post above the minimum range for the headteacher group.
- 5.5. Upon selecting a pay range, the governing board will ensure that there is enough room for performance-related pay progression over time.
- 5.6. The Board of Trustees may award a salary above the maximum pay range for the headteacher group where it believes that the requirements of the role or individual allow for a higher than normal payment.
- 5.7. The Board of Trustees may determine that payments be made to the headteacher / head of school for clearly temporary responsibilities or duties that are in addition to the post for which their salary has been determined. These responsibilities will not be taken into account when determining the headteacher's / head of school's pay range.
- 5.8. The total sum of the temporary payments made to the headteacher in any academic year will not normally exceed 25 percent of the headteacher's annual salary. This does not apply to the following payments:
  - Any payment made to the headteacher for residential duties
  - Any recruitment and retention incentives and benefits to the extent that the payment is in respect of housing or relocation expenses which relate solely to the personal circumstances of the Headteacher
- 5.9. The Board of Trustees will only make additional payments to the headteacher / head of school that exceed the limit set out in 5.11 in exceptional circumstances, and only after seeking external independent advice to inform a business case for the payment to be made.
- 5.10. The governing board will ensure that any payment above the maximum pay range for headteachers / head fo school is not exceeded by more than 25 percent.
- 5.11. Where a teacher is appointed as a member of the leadership group for a fixed period, or under a fixed-term contract, they will be notified of the circumstances which will bring the fixed period, or fixed-term contract, to an end.
- 5.12. The deputy/assistant headteacher's pay range will not exceed the maximum pay range of the headteacher group for the school; the pay range for the deputy/assistant headteacher will not overlap the headteacher's pay range, unless in exceptional circumstances.
- 5.13. It is at the discretion of The Board of Trustees to review all none executive leadership post pay determinations after 1 September.

## 6. [Updated for 2019] Classroom teacher pay scale

- 6.1. The relevant governing board in line with the trust scheme of delegation will determine the pay range for a vacancy prior to advertising it, having regard to the following:
- The requirements of the role
  - Any specialist experience required for the role
  - The experience required to undertake the specific duties of the role
  - The wider school context
- 6.2. The governing board in line with the trust scheme of delegation will determine the starting salary within the given pay range to be offered to the successful candidate.
- 6.3. [Updated for 2019] The Board of Trustees has established the following six point and three point pay scale range for classroom teacher posts on the main pay range and the upper pay range:

<b>Classroom teacher pay scale</b>	
<b>Group</b>	<b>England generally (£)</b>
<b>Main pay range</b>	
<b>1 (min)</b>	£24,373
<b>2</b>	£26,298
<b>3</b>	£28,413
<b>4</b>	£30,599
<b>5</b>	£33,010
<b>6 (max)</b>	£35,971
<b>Upper pay range</b>	
<b>1 (min)</b>	£37,654
<b>2</b>	£39,050
<b>3 (max)</b>	£40,490

- 6.4. The governing board will not restrict the pay range advertised, or pay progression available, other than the minimum of the main pay scale and the maximum of the upper pay range.
- 6.5. When making pay determinations for new appointees, the appropriate person will award pay scale points to determine the starting salary of the teacher.

6.6. When determining the starting salary for a classroom teacher who has previously worked in a maintained school, academy or independent school, the governing board will:

- Pay the teacher on the main pay range or upper pay range at a scale point which at least maintains the teacher's previous pay entitlement.
- Award any pay progression that they would have received if they had remained at their previous post.

6.7. The governing board **will** pay a teacher on the upper range if:

- The teacher is employed in the school as a 'post-threshold teacher', defined as such in accordance with the definition outlined in the STPCD's 'Annex 2' (p.56-57).
- The teacher applied to be paid on the upper pay range in accordance with section 14 of this policy and their application was successful.
- The teacher was employed as a member of the leadership group in the school on or after September 2000, and has secured the position for one year or more.

NB. The teacher will not be paid on the pay range for leading practitioners or as a member of the leadership group.

NB. The above criteria are only applicable without any break in the teacher's continuity of employment.

6.8. The governing board **may** pay a teacher on the upper range if:

- The teacher is defined as a post-threshold teacher, but was not employed as such at the school, or was employed as such before a break in the continuity of their employment.
- The teacher applied to another educational setting to be paid on the upper pay range and their application was successful.
- The teacher has formerly been paid on the pay range for leading practitioners as outlined in section 7 of this policy.
- In the case of an unattached teacher, the teacher previously applied to be paid on the upper pay range and that application was successful.

## 7. [Updated for 2019] Leading practitioner pay scale

7.1. The governing board may appoint a teacher as a leading practitioner if it is deemed that the primary purpose of the teacher's role is to model and lead the improvement of teaching skills.

7.2. [Updated for 2019] The governing board has established the following 18 point pay scale range for leading practitioner posts:

Leading practitioner pay scale	
Group	England (£)
1 (min)	£41,267
2	£42,301
3	£43,357
4	£44,436
5	£45,543
6	£46,685
7	£47,942
8	£49,048
9	£50,273
10	£51,564
11	£52,902
12	£54,121
13	£55,474
14	£56,857
15	£58,272
16	£59,821
17	£61,195
18 (max)	£62,735

- 7.3. The governing board will consider the weight of the responsibilities of the post when determining the pay scale for a leading practitioner.
- 7.4. All newly appointed leading practitioners will be subject to the minimum of the pay range.
- 7.5. The governing board will ensure that there is enough room for pay progression in relation to performance over time for any individual entitled to the leading practitioner pay range.

## 8. [Updated for 2019] Unqualified teacher pay scale

- 8.1. Where a staff member is a graduate or apprentice teacher or is on the employment-based teacher training scheme, the relevant governing board will determine whether the teacher is to be paid and be eligible for allowances as a qualified teacher or unqualified teacher.
- 8.2. [Updated for 2019] The governing board has established the following six point pay scale for unqualified teacher posts:

Unqualified teacher pay scale
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Group	England (£)
1 (min)	£17,682
2	£19,739
3	£21,794
4	£23,851
5	£25,909
6 (max)	£27,965

- 8.3. A member of staff on the unqualified teacher pay scale will be notified of their position on the pay range and any allowances they may be eligible for.
- 8.4. The governing board may determine that an additional allowance is appropriate for unqualified teachers, where the individual has:
- Taken on a sustained additional responsibility which is focussed on teaching and learning, and requires the use of the teacher's professional skills and/or judgement.
  - Qualifications or experience which adds significant value to the role being undertaken.
- 8.5. An individual who works as an unqualified teacher, gains QTS and continues to work as a qualified teacher at the school will be transferred to a salary within the main pay range once they have obtained QTS.
- 8.6. The governing board will pay the qualified teacher a lump sum which is the difference (if any) between the remuneration the teacher was paid as an unqualified teacher and the salary (not including any allowances) the teacher would have been paid as a qualified teacher, from the date QTS was obtained to the date the lump sum is paid.

The qualified teacher will also be entitled to any allowance payable under paragraph 8.4 of this policy that the governing board deems appropriate.

## 9. Part-time and short-notice teachers

- 9.1. Part-time teachers, i.e. those who work on an ongoing basis but for less than a full working week, will receive pay in accordance with the school's timetabled teaching week for a full-time teacher in an equivalent post.
- 9.2. Teachers employed on a day-to-day basis, or by other short notice, such as supply teachers, will be paid on a daily rate equal to the pay of the individual who usually undertakes that role, but also in relation to any additional hours the teacher may agree to work from time to time at the request of the headteacher.
- 9.3. The salary and any allowances, except for TLR 3 payments, of part-time teachers will be determined in accordance with the pro rata principle. This means that the

proportion of total remuneration corresponds to the number of hours that the teacher is employed in that capacity during the school's timetabled teaching week.

## **10. Pay reviews**

- 10.1. The responsible governing board as defined within the Trust Scheme of Delegation will review each teacher's salary on an annual basis, with effect from 1 September, each academic year.
- 10.2. This governing board may also conduct pay reviews at other times during the academic year to reflect any changes in circumstances or job description which, in turn, reflect the teacher's pay entitlements.
- 10.3. The governing board will also conduct a pay review when a teacher joins the school or moves to the upper pay range.
- 10.4. All individual pay progression decisions will account for any uplift applied within the STPCD.
- 10.5. Any recommendations in pay will be made in writing as part of teachers' annual appraisals.
- 10.6. The governing board will provide each teacher with a written statement no later than one month after any review, outlining:
  - Any payments and financial benefits awarded to the teacher, as well as the period for which they are awarded.
  - Any safeguarding financial entitlements.
  - The nature of any fixed-term contract.
  - In the case of a leadership group or leading practitioner teacher, the basis and criteria on which remuneration has been determined.
  - The criteria for a pay review to be undertaken.
  - Information on where this policy is located.
  - The appeals procedure in relation to pay grievances.
- 10.7. Where a pay determination leads to, or may lead to, the start of a period of safeguarding, the governing board will give the required notification as soon as possible, and no later than one month after the date of a pay determination.
- 10.8. Under no circumstances will reductions in pay be backdated.

## **11. Pay progression based on performance**

- 11.1. The governing board will consider annually whether to increase the salary of teachers who have completed a year of employment since their previous annual pay determination.
- 11.2. All pay determinations for the Headteacher, head of school (including deputy and assistant headteachers), classroom teachers, leading practitioners and

unqualified teachers, will be determined in accordance with the pay scales outlined in sections 5, 6, 7 and 8 of this policy respectively.

- 11.3. Decisions regarding pay progression will be made in accordance with appraisal reports and the recommendations that they contain, as outlined in the school's Teacher Appraisal and Capability Policy which complies with the Education (School Teachers' Appraisal) (England) Regulations 2012. Where a teacher is not subject to the 2012 Regulations, the governing board will determine the process via which the teacher's performance will be assessed and pay recommendation made, except in the case of NQTs where the governing board must do so by means of the statutory induction process.
- 11.4. Pay progression decisions will be made each year and will be clearly attributed to staff members' performance.
- 11.5. All staff members with continued good performance should have an expectation of pay progression.
- 11.6. The decision to award pay progression will be made whether or not a teacher is subject to capability proceedings.
- 11.7. All pay recommendations will be submitted to the governing board in writing.
- 11.8. Final decisions regarding pay recommendations as a result of the teacher appraisal process will be made by the governing board, taking into account the appraisal report and evidence presented by the SLT.
- 11.9. To ensure fairness and transparency, assessments of performance will be properly supported by evidence, such as the following:
  - Self-assessments
  - Peer reviews
  - Lesson observations
  - Tracking pupils' progress
  - Feedback from pupils
- 11.10. The trust will use a combination of absolute and relative performance measures, such as benchmarking internally as well as comparing data to other schools nationally and of a similar standing, when submitting recommendations for pay progression.
- 11.11. The rate of progression will be subject to an individual teacher's performance.
- 11.12. Judgements will be made regarding the extent to which teachers have met their individual objectives and the relevant standards, as well as their impact on the following aspects:
  - Pupil progress

- Wider outcomes for pupils
  - Improvements in individually identified elements of practice, e.g. behaviour management and lesson planning
  - Impact on the effectiveness of teachers and other members of staff
  - Wider contribution to the work of the school
- 11.13. Teachers will be eligible for a one point incremental pay increase within their identified pay range if:
- They meet all their objectives.
  - They are assessed as meeting the relevant standards.
  - Their teaching is assessed as at least 'good'.
- 11.14. Teachers may be eligible for a two point incremental pay increase within their identified pay range if:
- They meet all their objectives.
  - They are assessed as meeting the relevant standards.
  - Their teaching is assessed as at least good, with some areas of 'outstanding'.
  - They are judged as being within the top 10 percent of teachers in the trust, and meet the absolute expectations for pay progression.
- 11.15. NQTs are not automatically entitled to pay progression following successful completion of their induction period.
- 11.16. The relevant governing board will use any evidence from an NQTs induction period, such as those outlined in section 13.9 of this policy, to inform any decisions regarding pay progression.
- 11.17. The relevant governing board will determine where, within their pay range, an NQT's annual salary will be fixed.
- 11.18. For any teacher due to go on maternity leave, the school will ensure that appraisals are conducted before this maternity leave, and that the teacher receives any pay progression entitled to them upon their return.
- 11.19. The school will make reasonable adjustments to the appraisal process as it sees fit for any teachers who are absent due to disability. Upon their return, the teacher will be entitled to any pay progression as outlined before their absence.
- 11.20. The board of trustees will decide on an annual basis whether to increase the salary of any leadership teachers, including the headteacher and deputy/assistant headteachers.
- 11.21. The board of trustees will award additional scale points for any leadership teacher who demonstrates sustained high-quality performance in relation to school leadership, management and pupil progress.

## **12. Application to be paid on the upper pay range**

- 12.1. All qualified teachers are entitled to apply to be paid on the upper pay range.
- 12.2. Teachers can apply to be paid on the upper pay range whilst on any spinal point within the main pay range.
- 12.3. Applications for the upper pay range will only be made once a year using the Upper Pay Range Application Form. This form will be submitted to the teacher's appraiser at their performance appraisal meeting.
- 12.4. Evidence, such as that outlined in section 13.9 of this policy, will be used to decide whether the teacher can be moved to the upper pay range.
- 12.5. Teachers simultaneously employed at an additional school can submit more than one application; however, the school is not bound by any pay progression made at an additional school.
- 12.6. To move a teacher to the upper pay range, the governing board will be satisfied that both of the following criteria have been met, in accordance with the STPCD:
  - The teacher is highly competent in all elements of the relevant standards
  - The teacher's achievements and contributions to the school are substantial and sustained
- 12.7. The governing board will be satisfied that the teacher has met the expectations for progression to the upper pay range if the Upper Pay Range Progression Criteria has been met successfully during two consecutive performance appraisals.
- 12.8. The appraiser of the teacher, in conjunction with the headteacher, will make the initial decision as to whether the individual's application is successful.
- 12.9. The governing board will make the final determination as to whether the individual's application is successful.
- 12.10. Teachers will receive written notification of whether their application has been successful or not within 10 working days of submitting their application, and no later than one month after the initial application.
- 12.11. If unsuccessful, teachers will receive feedback from their appraiser within 15 working days of the decision, and no later than one month after the initial application, outlining the reasons for the decision, as well as future aims and objectives based on the unsuccessful criteria.
- 12.12. If successful, applicants will be moved to the upper pay range from the first day that they receive this entitlement.
- 12.13. The governing board will decide where on the upper pay range an applicant will be placed, in accordance with the individual's performance.

12.14. Teachers may be placed at different points on the upper pay range with consideration to:

- The nature of the post and the responsibilities required.
- The level of qualifications, skills and experience of the individual teacher.

### 13. [Updated for 2019] TLR payments

13.1. The governing board will consider awarding qualified classroom teachers with a TLR payment if they undertake sustained additional responsibility for ensuring high-quality teaching and learning.

13.2. [Updated for 2019] The governing board has established the following four point pay scale ranges for TLR1, TLR2 and TLR3 payments:

TLR pay scale	
Group	Payment (£)
<b>TLR1</b>	
1 (min)	£8,069
2	
3	
4 (max)	£13,654
<b>TLR2</b>	
1 (min)	£2,796
2	
3	
4 (max)	£6,829
<b>TLR3</b>	
1 (min)	£555
2	
3	
4 (max)	£2,757

13.3. The governing board will consider awarding a fixed-term TLR3 payment to a qualified classroom teacher for clearly time-limited school improvement projects, or one-off externally driven responsibilities.

13.4. The governing board will establish the time frame of any fixed-term payment before the payment is made. The payment will be provided monthly for the duration of the specified fixed term.

- 13.5. Teachers are unable to hold a TLR1 payment and a TLR2 payment at the same time; however, they can hold a TLR3 payment with either a TLR1 or TLR2 payment.
- 13.6. To be awarded a TLR3 payment, the governing board will be satisfied that the teacher's additional responsibilities are not required of all other classroom teachers and that they:
- Are focussed on teaching and learning.
  - Require the use of the teacher's professional skills and judgement.
  - Require the teacher to lead and manage pupil development across the curriculum.
  - Have an impact on the educational progress of pupils other than those who are in the teacher's assigned classes.
- 13.7. To be awarded a TLR1 or TLR2 payment, the governing board will be satisfied that the teacher meets all the criteria outlined in 15.6, as well as responsibilities which:
- Require the teacher to lead, manage and develop a subject or curriculum area.
  - Involve leading, developing and improving the teaching practice of other teachers.
- 13.8. Before awarding a TLR1 payment, the governing board will also be satisfied that the teacher's additional responsibility includes acting as a line manager for a significant number of staff.

#### 14. [Updated for 2019] SEND allowance

- 14.1. [Updated for 2019] The governing board has established the following point pay scale range for SEND allowances:

SEND pay scale	
Group	Payment (£)
1 (min)	2,209
2	
3	
4 (max)	4,359

- 14.2. The governing board will consider the following factors when awarding SEND allowances and deciding how much will be paid:
- Whether any mandatory qualifications are required for the role
  - The qualifications and expertise of the teacher selected for the role
  - The responsibilities and demands of the role

#### 15. Acting allowances

- 15.1. The governing board will decide whether to award allowances to any teacher who is required to act as headteacher or deputy/assistant headteacher for a period more than four weeks.
- 15.2. If the teacher is to be awarded an acting allowance, the payment will be backdated to the day on which they assumed the additional responsibilities.
- 15.3. The teacher will receive an acting allowance which is equal to that of the individual who usually undertakes that role.
- 15.4. If the governing board decides to not award an acting allowance, but the teacher continues to be assigned to carry out the duties of a headteacher or deputy/assistant headteacher (and has not been appointed as an acting headteacher or deputy/assistant headteacher), the board may at any time after that decision make a further determination as to whether an acting allowance must be paid.

## 16. Additional payments

- 16.1. The governing board may decide to award additional payments to teachers in respect of:
  - CPD outside of the school day.
  - Activities relating to the provision of ITT which contribute to the conduct of the school.
  - Participation in an out-of-school hours learning activity which was previously agreed between the teacher and headteacher.
  - Additional responsibilities and activities which relate to raising educational standards.
- 16.2. Additional payments in respect of the above will be worked out at an hourly or daily rate with reference to the teacher's position on their relevant pay scale range.
- 16.3. The governing board may decide to make payments to teachers, as it deems necessary, as an incentive for the recruitment of new teachers and the retention of existing teachers.
- 16.4. The governing board will ensure that the amount of retention and recruitment payments teachers will receive is clear, as well as the duration of the payment and the review date after which they may be withdrawn.
- 16.5. Recruitment and retention payments will not be awarded other than as a reimbursement of reasonably incurred housing or relocation costs. All other recruitment and retention considerations in relation to the headteacher or deputy/assistant headteacher – including non-monetary benefits – will be taken into account when determining their pay range.

- 16.6. Where the governing board awarded a recruitment or retention benefit to the headteacher or deputy/assistant headteacher under a previous version of the STPCD, subject to review, it is able to continue making the payment at its existing value until such time as the respective pay range is determined under the current STPCD.
- 16.7. Any payment to teachers for residential duties will be determined by the governing board.
- 16.8. The governing board may award additional payments to the headteacher for any temporary responsibilities which are in addition to their usual duties and the post for which their pay has been determined.
- 16.9. Additional payments to the headteacher will not exceed the headteacher's annual salary or the maximum of headteacher group 4 by 25 percent, except where the governing board deems there to be exceptional circumstances.
- 16.10. The governing board will obtain external independent advice and create a business case where it believes that the headteacher's salary should be increased by above 25 percent.
- 16.11. Where a teacher is temporarily seconded to a post as headteacher in a school causing concern that is not the teacher's normal place of work, and the governing board of that school considers that the teacher merits additional payment to reflect sustained high quality of performance throughout the secondment, the governing board will pay the teacher a lump sum accordingly. This payment will not exceed 25 percent above the maximum of the headteacher group for the school to which the teacher is seconded.

## **17. Safeguarding arrangements**

- 17.1. All entitlements to safeguarding allowances will be made in accordance with sections 30-37 of the STPCD.
- 17.2. The safeguarding provisions outlined in this section, and Part 5 of the STPCD, only apply when:
  - A teacher loses their post as a result of the discontinuance of, or a prescribed alteration to, a school, or as the result of the closure or the reorganisation of a school, and takes up a new post on or after 1 January 2006, and is employed by the same authority or at a school maintained by the same authority.
  - The relevant body determines that, because of a change to the school's pay policy or staffing structure, the duties for which the teacher was awarded a TLR1, TLR2 or unqualified teacher's allowance no longer include the responsibility for which the respective allowance was awarded, include a different responsibility, or the responsibility merits an allowance of a lower annual value.
  - The relevant body decides to reduce the number of members of the leadership group or teachers paid on the range for leading practitioners.

- The relevant body decides to lower a pay range applicable to a member of the leadership group or a teacher on the pay range for leading practitioners.
- 17.3. Where a safeguarded sum is payable, the relevant body will notify the teacher in writing within one month of making the decision that a sum is payable.
- 17.4. The teacher will be notified of the following information:
- The reason for the decision
  - The date on which the decision will take effect (if known)
  - The value of the teacher's pre-safeguarding salary
  - The value of any allowances the teacher was entitled to before the circumstances in paragraph 19.2 took effect
  - The amount of the safeguarded sum or enough information to reasonably determine the maximum amount of the safeguarded sum
  - The date the safeguarding period will end, or the circumstance which will result in payment of the safeguarded sum ending
  - The location of a copy of the school's staffing structure and Teachers' Pay Policy
- 17.5. The length of period the safeguarded sum will be paid for will be in accordance section 32 and 33 of the STPCD.
- 17.6. Where the total of a safeguarded sum exceeds £500, the relevant body will review the teacher's assigned duties and allocate additional duties to the teacher which are considered appropriate and proportionate with the safeguarded sum. The teacher will carry out these additional duties for as long as they continue to be paid the safeguarded sum which exceeds £500.
- 17.7. Where a teacher refuses to carry out such additional duties, they will not be paid the safeguarded sum and they will be notified of this decision at least one month before the payments cease.
- 17.8. During the safeguarding period, where a teacher receiving a safeguarded sum in respect of the loss or reduction to an allowance becomes entitled to an allowance or an increased allowance, the safeguarded sum will be reduced by the amount of the allowance, or the increase therein, for as long as the teacher is entitled to the new/increased allowance.
- 17.9. Where a safeguarded sum is payable due to the circumstances outlined in the final two bullet points of paragraph 19.2, the safeguarded sum will be discontinued whilst the teacher occupies a post as a member of the leadership group, or carries out the duties of a teacher paid on the pay range for leading practitioners in the absence of that teacher, for as long as the teacher occupies the post or carries out the duties in question.
- 17.10. Where the first bullet point of paragraph 19.2 applies, the safeguarded sum will be reduced by the value of any subsequent TLR or SEND allowance awarded to the teacher, for as long as the teacher is entitled to the TLR or SEND allowance.

## 18. Salary sacrifice arrangements

- 18.1. Staff may enter into salary sacrifice arrangements, whereby they sacrifice part of their gross salary in return for the school's agreement to provide a benefit-in-kind (exempt from income tax), under any of the following schemes:
  - Childcare vouchers
- 18.2. Participation in a salary sacrifice arrangement has no effect on the determination of any safeguarded sum to which the staff member is entitled under the STPCD.

## 19. Appeals procedure

- 19.1. Procedures for addressing grievances will be in accordance with the ACAS Code of Practice.
- 19.2. Grievances regarding pay matters will be dealt with in accordance with the school's appeals procedure.
- 19.3. The trust strives to resolve all potential grievance issues informally.
- 19.4. Teachers have the right to raise formal appeals against pay determinations if they feel a pay determination has been unfairly made.
- 19.5. Teachers who are dissatisfied with their pay recommendation will first have an informal meeting with their appraiser or headteacher to discuss the reasons for their dissatisfaction.
- 19.6. If the teacher believes the pay determination to be incorrect following their informal meeting, they may make a representation to the pay committee by submitting a formal written statement.
- 19.7. The teacher will be given the opportunity to make representations, provide evidence, ask questions and bring witnesses forward during their meeting with the pay committee.
- 19.8. The pay committee will make a final decision and will notify the teacher in writing of the final pay determination.
- 19.9. If the teacher does not agree with the final pay determination, they may appeal the decision to the appeals panel made up of governors.
- 19.10. The teacher and their appraiser or the headteacher will have the opportunity to present evidence and witnesses, and question each other regarding the determination.
- 19.11. The appeals panel will notify the teacher in writing of the appeals decision and the reasons for this decision. This decision is final and the teacher will not be able to question the determination any further.

## **20. Monitoring and review**

- 20.1. The Board of Trustees will review this policy on an annual basis, ensuring that all processes and values are up-to-date and guarantee the equality of teachers in all instances.
- 20.2. Any changes made to this policy will be communicated to all members of staff.

## **21. Job descriptions and Job Evaluation**

- 21.1. The Headteacher will ensure that each member of staff is provided with a job description in accordance with the staffing structure agreed by the relevant Governing Board. Job descriptions may be reviewed from time to time in consultation with the individual employee concerned based on the changing needs of the school.
- 21.2. In respect of unique support roles, each job/post will be evaluated for pay purposes on the basis of the job description and staffing structure using objective criteria set by the school, such as accountability and responsibility.

## Appendix 1

### Teachers' Standards (England)

The Teachers' Standards (England) are presented in the 2019 STPCD as they underpin the appraisal process and the assessment process for accessing the upper pay range.

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

### Part One: Teaching

A teacher must:

- 1. Set high expectations which inspire, motivate and challenge pupils**
  - establish a safe and stimulating environment for pupils, rooted in mutual respect;
  - set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions;
  - demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.
- 2. Promote good progress and outcomes by pupils**
  - be accountable for pupils' attainment, progress and outcomes;
  - be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these;
  - guide pupils to reflect on the progress they have made and their emerging needs;
  - demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching;
  - encourage pupils to take a responsible and conscientious attitude to their own work and study.
- 3. Demonstrate good subject and curriculum knowledge**
  - have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings;
  - demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship;

- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject;
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics;
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

#### **4. Plan and teach well-structured lessons**

- impart knowledge and develop understanding through effective use of lesson time;
- promote a love of learning and children's intellectual curiosity;
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired;
- reflect systematically on the effectiveness of lessons and approaches to teaching;
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

#### **5. Adapt teaching to respond to the strengths and needs of all pupils**

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively;
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these;
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development;
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

#### **6. Make accurate and productive use of assessment**

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements;
- make use of formative and summative assessment to secure pupils' progress;
- use relevant data to monitor progress, set targets, and plan subsequent lessons;
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

## **7. Manage behaviour effectively to ensure a good and safe learning environment**

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy;
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly;
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them;
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

## **8. Fulfil wider professional responsibilities**

- make a positive contribution to the wider life and ethos of the school;
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support;
- deploy support staff effectively;
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues;
- communicate effectively with parents with regard to pupils' achievements and well-being.

## **Part Two: Personal and Professional Conduct**

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- 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.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

## **Appendix 2**

### **Framework of professional standards for post-threshold teachers.**

#### ***(1) Professional Attributes***

##### **Frameworks**

P1. Contribute significantly, where appropriate, to implementing workplace policies and practice and to promoting collective responsibility for their implementation.

#### ***(2) Professional knowledge and understanding***

##### **Teaching and learning**

P2. Have an extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise learning to provide opportunities for all learners to achieve their potential.

##### **Assessment and monitoring**

P3. Have an extensive knowledge and well-informed understanding of the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those related to public examinations and qualifications.

P4. Have up-to-date knowledge and understanding of the different types of qualifications and specifications and their suitability for meeting learners' needs.

##### **Subjects and curriculum**

P5. Have a more developed knowledge and understanding of their subjects/curriculum areas and related pedagogy including how learning progresses within them.

##### **Health and well-being**

P6. Have sufficient depth of knowledge and experience to be able to give advice on the development and well-being of children and young people.

#### ***(3) Professional skills***

##### **Planning**

P7. Be flexible, creative and adept at designing learning sequences within lessons and across lessons that are effective and consistently well-matched to learning objectives and the needs of learners and which integrate recent developments, including those relating to subject/curriculum knowledge.

## **Teaching**

P8. Have teaching skills which lead to learners achieving well relative to their prior attainment, making progress as good as, or better than, similar learners nationally.

## **Team working and collaboration**

P9. Promote collaboration and work effectively as a team member.

P10. Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback.

## **Appendix 3**

### **Framework of professional standards for Leading Practitioner posts**

#### ***(1) Professional Attributes***

##### **Frameworks**

LP1. Be willing to take a leading role in developing workplace policies and practice and in promoting collective responsibility for their implementation in their own school, and, if required by the role, in other schools.

##### **Personal professional development**

LP2. Research and evaluate innovative curricular practices and draw on research outcomes and other sources of external evidence to inform their own practice and that of colleagues.

#### ***(2) Professional knowledge and understanding***

##### **Teaching and learning**

LP3. Have a critical understanding of the most effective teaching, learning and behaviour management strategies, and including how to select and use approaches that personalise learning to provide opportunities for all learners to achieve their potential.

##### **Assessment and monitoring**

LP4. Know how to improve the effectiveness of assessment practice in the workplace, including how to analyse statistical information to evaluate the effectiveness of teaching and learning across the school.

##### **Subjects and curriculum**

LP5. Have an extensive and deep knowledge and understanding of their subjects/curriculum areas and related pedagogy gained for example through involvement in wider professional networks associated with their subjects/curriculum areas.

##### **Achievement and diversity**

LP6. Have an extensive knowledge on matters concerning equality, inclusion and diversity in teaching.

### **(3) Professional skills**

#### **Planning**

LP7. Take a lead in planning collaboratively with colleagues in order to promote effective practice. Identify and explore links within and between subjects/curriculum areas in their planning.

#### **Teaching**

LP8. Have teaching skills which lead to excellent results and outcomes.

LP9. Demonstrate excellent and innovative pedagogical practice.

#### **Assessing, monitoring and giving feedback**

LP10. Demonstrate excellent ability to assess and evaluate.

LP11. Have an excellent ability to provide learners, colleagues, parents and carers with timely, accurate and constructive feedback on learners' attainment, progress and areas for development that promotes pupil progress.

#### **Reviewing teaching and learning**

LP12. Use local and national statistical data and other information, in order to provide (a) a comparative baseline for evaluating learners' progress and attainment, (b) a means of judging the effectiveness of their teaching, and (c) a basis for improving teaching and learning.

#### **Team working and collaboration**

LP13. Be part of or work closely with leadership teams, taking a leading role in developing, implementing and evaluating policies and practice that contribute to school improvement.

LP14. Contribute to the professional development of colleagues using a broad range of techniques and skills appropriate to their needs so that they demonstrate enhanced and effective practice.

LP15. Make well-founded appraisals of situations upon which they are asked to advise, applying high level skills in classroom observation to evaluate and advise colleagues on their work and devising and implementing effective strategies.

LP16. Possess the analytical, interpersonal and organisational skills necessary to work effectively with staff and leadership.

## Appendix 4

### Summary of Pay Ranges and Allowances for teachers – effective from 1 September 2019



#### Classroom Teachers

SPINE POINT	1 SEPT 2018 TO 31 AUG 2019	1 SEPT 2019 TO 31 AUG 2020
<b>Main Pay Range</b>		
<b>Min M1</b>	£23,720	£24,373
<b>M2</b>	£25,594	£26,298
<b>M3</b>	£27,652	£28,413
<b>M4</b>	£29,780	£30,599
<b>M5</b>	£32,126	£33,010
<b>Max M6</b>	£35,008	£35,971
<b>Upper Pay Range</b>		
<b>Min U1</b>	£36,646	£37,654
<b>U2</b>	£38,004	£39,050
<b>Max U3</b>	£39,406	£40,490

## Teaching and Learning Responsibilities (TLRs)

PAYMENT 1 (TLR1)	1 SEPT 2018 TO 31 AUG 2019	1 SEPT 2019 TO 31 AUG 2020
<b>Min</b> <b>Max</b>	£7,853 £13,288	£8,069 £13,654
Payment 2 (TLR2)	1 Sept 2018 to 31 Aug 2019	1 Sept 2019 to 31 Aug 2020
<b>Min</b> <b>Max</b>	£2,721 £6,646	£2,796 £6,829
Payment 3 (TLR) (Fixed Term)	1 Sept 2018 to 31 Aug 2019	1 Sept 2019 to 31 Aug 2020
<b>Min</b> <b>Max</b>	£540 £2,683	£555 £2,757

## Special Educational Needs Allowances

	1 SEPT 2018 TO 31 AUG 2019	1 SEPT 2019 TO 31 AUG 2020
<b>SEN (Min)</b> <b>SEN (Max)</b>	£2,149 £4,242	£2,209 £4,359

## Lead Practitioners

SPINE POINT	1 SEPT 2018 TO 31 AUG 2019	1 SEPT 2019 TO 31 AUG 2020
<b>Min 1</b>	£40,162	£41,267
<b>2</b>	£41,168	£42,301

SPINE POINT	1 SEPT 2018 TO 31 AUG 2019	1 SEPT 2019 TO 31 AUG 2020
<b>3</b>	£42,196	£43,357
<b>4</b>	£43,246	£44,436
<b>5</b>	£44,324	£45,543
<b>6</b>	£45,435	£46,685
<b>7</b>	£46,658	£47,942
<b>8</b>	£47,735	£49,048
<b>9</b>	£48,927	£50,273
<b>10</b>	£50,183	£51,564
<b>11</b>	£51,486	£52,902
<b>12</b>	£52,672	£54,121
<b>13</b>	£53,989	£55,474
<b>14</b>	£55,335	£56,857
<b>15</b>	£56,712	£58,272
<b>16</b>	£58,219	£59,821
<b>17</b>	£59,557	£61,195

SPINE POINT	1 SEPT 2018 TO 31 AUG 2019	1 SEPT 2019 TO 31 AUG 2020
<b>Max 18</b>	£61,055	£62,735

### Unqualified Teachers

SCALE POINT	1 SEPT 2018 TO 31 AUG 2019	1 SEPT 2019 TO 31 AUG 2020
<b>Min 1</b>	£17,208	£17,682
<b>2</b>	£19,210	£19,739
<b>3</b>	£21,210	£21,794
<b>4</b>	£23,212	£23,851
<b>5</b>	£25,215	£25,909
<b>Max 6</b>	£27,216	£27,965

### Leadership Group

SPINE POINT	1 SEPT 2018 TO 31 AUG 2019	1 SEPT 2019 TO 31 AUG 2020
<b>L1</b>	£39,965	£41,065
<b>L2</b>	£40,966	£42,093

SPINE POINT	1 SEPT 2018 TO 31 AUG 2019	1 SEPT 2019 TO 31 AUG 2020
<b>L3</b>	£41,989	£43,144
<b>L4</b>	£43,034	£44,218
<b>L5</b>	£44,106	£45,319
<b>L6</b>	£45,213	£46,457
<b>L7</b>	£46,430	£47,707
<b>L8</b>	£47,501	£48,808
<b>L9</b>	£48,687	£50,026
<b>L10</b>	£49,937	£51,311
<b>L11</b>	£51,234	£52,643
<b>L12</b>	£52,414	£53,856
<b>L13</b>	£53,724	£55,202
<b>L14</b>	£55,064	£56,579
<b>L15</b>	£56,434	£57,986
<b>L16</b>	£57,934	£59,528
<b>L17</b>	£59,265	£60,895

SPINE POINT	1 SEPT 2018 TO 31 AUG 2019	1 SEPT 2019 TO 31 AUG 2020
<b>L18</b>	£60,755	£62,426
<b>L19</b>	£62,262	£63,975
<b>L20</b>	£63,806	£65,561
<b>L21</b>	£65,384	£67,183
<b>L22</b>	£67,008	£68,851
<b>L23</b>	£68,667	£70,556
<b>L24</b>	£70,370	£72,306
<b>L25</b>	£72,119	£74,103
<b>L26</b>	£73,903	£75,936
<b>L27</b>	£75,735	£77,818
<b>L28</b>	£77,613	£79,748
<b>L29</b>	£79,535	£81,723
<b>L30</b>	£81,515	£83,757
<b>L31</b>	£83,528	£85,826
<b>L32</b>	£85,605	£87,960

SPINE POINT	1 SEPT 2018 TO 31 AUG 2019	1 SEPT 2019 TO 31 AUG 2020
<b>L33</b>	£87,732	£90,145
<b>L34</b>	£89,900	£92,373
<b>L35</b>	£92,135	£94,669
<b>L36</b>	£94,416	£97,013
<b>L37</b>	£96,763	£99,424
<b>L38</b>	£99,158	£101,885
<b>L39</b>	£101,574	£104,368
<b>L40</b>	£104,109	£106,972
<b>L41</b>	£106,709	£109,644
<b>L42</b>	£109,383	£112,392
<b>L43</b>	£111,007	£114,060