



ALTERNATIVE PROVISION

Pay Policy

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Approved by: [RAISE-AP Educational Directors](#)

Approval Signatures

*RAISE-AP
Directors*

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Introduction

RAISE-AP will seek to ensure that staff are rewarded in an open and transparent way for the level of responsibility they carry and the individual contributions and impact they make to the work of the provision, subject only to the constraints of statutory documents, national and local pay structures, and budgetary provision.

Legal Framework

This policy sets out the framework for making decisions on pay. The policy aims to:

- Maximise the quality of teaching and learning at the provision.
- Support the provision's development plan.
- Support the recruitment and retention of a high-quality workforce.
- Enable the provision to recognise and reward all staff appropriately.
- Support equality, inclusion, and diversity through ensuring that decisions on pay are managed in a fair, objective, and transparent manner, complying with equalities legislation.

This policy operates in conjunction with the provision's policy on performance management.

Principles

Terms and Conditions

Though not bound, teachers at RAISE-AP are paid in accordance with the statutory provisions of the School Teachers' Pay and Conditions Document. A copy can be found online at: <https://www.gov.uk/government/publications/school-teachers-pay-and-conditions>.

The statutory pay arrangements give discretion on pay progression for classroom teachers and leaders as well as discretion on use of teaching and learning responsibility payments (TLRs) and other allowances.

Decisions on the way these discretions are applied are the responsibility of the **RAISE-AP** educational directors, advised by the Head of Provision where appropriate, and are set out in this pay policy for **RAISE-AP**.

Though not bound, support staff at **RAISE-AP** are paid in accordance with the National Joint Council for Local Government Services National Agreement on Pay and Conditions of Service (the 'Green Book') and locally agreed conditions of service, as they apply to schools, under 'Employment in Hampshire County Council 2007' ('EHCC2007'). Their pay is set in accordance with Hampshire County Council's pay framework and pay progression is determined through use of Individual Performance Planning (IPP).

All pay-related decisions are made taking full account of the provision's development plan. Such decisions are also taken within the framework of current employment legislation, particularly those focused on equalities.

The board of trustees will actively promote equality, inclusion, and diversity in all aspects of school life, particularly as regards all decisions on advertising of posts, appointing, promoting, and paying staff, training, and staff development.

The **RAISE-AP** educational directors and the Head of Provision will ensure that each member of staff is provided with a job description/list of duties in accordance with the agreed staffing structure. Job descriptions should be reviewed annually as part of the performance management process by the member of staff's line manager, senior leadership team or in the case of the Head of Provision, by the **RAISE-AP** educational directors, in consultation with the individual employee concerned in order to make any reasonable changes. This will form part of the performance management discussions between the employee and their reviewer.

Pay Reviews

The **RAISE-AP** educational directors will review every teacher's salary to apply with effect from 1st September by no later than 31st October every year.

Within one month of the pay determination, the **RAISE-AP** educational directors will give all teachers a formal statement saying what their salary is and how it has been arrived at. Reviews may take place at other times of the year to reflect any changes in circumstances or job description that affect the structure of a teacher's pay.

Likewise, the **RAISE-AP** educational directors will review the salary of all support staff to apply with effect from 1st April each year.

Any pay progression decisions will be based on performance of the member of staff, following an appropriate performance management process with outcomes confirmed in writing.

Where a pay determination leads (or may lead) to the start of a period of salary safeguarding/protection, the **RAISE-AP** educational directors will give the required

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notification as soon as possible, and no later than one month after the date of the determination.

The [RAISE-AP](#) educational directors are responsible for:

- Taking decisions on the Head of Provision's pay normally by 31st October.
- Reviewing recommendations to ensure equality, inclusion and diversity matters have been considered and be assured that performance management has been appropriately applied.
- Taking decisions on pay for other staff based on Head of Provision or line manager recommendations, normally by 31st October for teachers support staff.
- Considering the provision's approach towards the exercising of pay discretions.
- Recommending fair, proportionate and justified leadership salaries.
- Keeping the provision's pay policy up-to-date and under review.
- Ensuring that pay decisions for each member of staff in the provision are communicated to them in writing.
- Approving the annual teachers' pay statements.

The Head of Provision will make all pay recommendations to the [RAISE-AP](#) educational directors. The Head of Provision will have a right to provide professional advice in relation to the recommendations made.

The [RAISE-AP](#) educational directors retains responsibility for endorsing any proposed changes to the provision's pay policy. Any substantive changes should be discussed with and communicated to the staff in writing by the Head of Provision, to allow for consultation prior to a decision being taken by the [RAISE-AP](#) educational directors.

Complaints / Appeals

Where a member of staff is dissatisfied with a decision regarding pay, this should be taken up informally with the Head of Provision (or the [RAISE-AP](#) educational directors if it is the Head of Provision who is dissatisfied about their own pay progression). The grounds for any appeal and process for pursuing it are described within this policy.

Confidentiality

The elements of the provision's pay policy will be shared and discussed openly with the provision staff. Individual pay decisions will be handled confidentially between the [RAISE-AP](#) educational directors, Head of Provision and the staff concerned.

Basic Salary

Part-Time Teachers

Teachers employed on an on-going basis at the provision but who work less than a full working day or week are deemed to be part-time. The statutory School Teachers' Pay and Conditions Document requires schools to calculate their part-time teachers' pay fractions, PPA entitlement and directed time allocation with reference to the 'school timetabled teaching week' (STTW). The STTW will determine the proportion of directed time which applies to part-time teachers. Though not bound to this, [RAISE-AP](#) follow the principles set out here.

In this provision the total weekly STTW is 25 hours. A detailed breakdown is attached as an appendix to this pay policy.

In accordance with the Provision's Teachers' Pay and Conditions Document, the STTW includes the provision's session hours timetabled for teaching, including PPA time and non-contact time. The STTW excludes break times, registration and assemblies, although most of these elements remain part of directed time hours.

[RAISE-AP](#) will consult on any changes to the STTW. If a part-time teacher suffers a financial loss as a result of these changes however, there is no entitlement to salary safeguarding/protection.

Part-time teachers who are employed on specific days of the week will not be required to work at the school on a day on which they are not normally employed.

Short-Notice / Supply Teachers

Teachers who work on a day-to-day or other short notice basis have their pay determined in line with the statutory pay arrangements in the same way as other teachers. Teachers who work less than a full day will be paid in proportion to the length of the provision day.

Salary Safeguarding / Salary Protection

There are provisions in the Provision Teachers' Pay and Conditions document which provide salary safeguarding in some situations where a teacher's salary is reduced as a result of a restructure or redeployment.

There are also salary protection arrangements which may apply to support staff under the EHCC agreement, depending on the nature of the restructure/redeployment.

If the provision determines a need to restructure, such a decision will be subject to consultation, and the provision will confirm the salary protection arrangements which apply in specific situations during that consultation period.

Pay Portability

While Hampshire County Council encourages schools to consider pay portability, teachers on the unqualified, main and upper pay ranges who move to a new school need to check whether the new school will match their current range and salary.

Pay portability is not applicable for leading practitioner and leadership posts where the range for each role is determined based on the context of the role and its responsibilities. RAISE-AP's approach to pay portability for new appointments for those on the unqualified, main and upper pay ranges is covered within this policy.

Pay Ranges

Main Pay Range

In the provision, the main pay range will consist of 6 points as set out in Table 1.

Spine Point	Salary
M1	£32,916
M2	£34,823
M3	£37,101
M4	£39,556
M5	£42,057
M6	£45,352

Table 1: MPR

Note: there may be some small variances between some of the published annual salaries and employees' actual salaries due to rounding.

Progression along this range is dependent on performance. Any salary determinations made are only permanent whilst the teacher remains employed at this school.

Upper Pay Range

RAISE-AP will have an upper pay range consisting of 3 points, as set out in Table 2. Staff must have been on main scale 6 (M6) for at least one academic year to apply for UPR.

Spine Point	Salary
U1	£47,472
U2	£49,232
U3	£51,048

Table 2: UPR

Note: there may be some small variances between some of the published annual salaries and employees' actual salaries due to rounding.

Progression along this range is dependent on performance. Any salary determinations made are only permanent whilst the teacher remains employed at this school.

Where post-threshold teachers have not previously been employed in the provision as a post-threshold teacher, consideration will be given as to whether the teacher is employed on the upper pay range upon appointment. In all other cases, an assessment will be made which may require the individual to apply to be paid on the upper pay range against the provision's criteria.

The entitlement to be paid on the upper pay range for post-threshold teachers is valid only for salary within this provision.

Any qualified teacher who wishes to be assessed against the upper pay range in the provision must complete an application form and submit this no later than 31st October in the year in which they wish to progress. If the teacher is successful, they will be moved to the bottom of the upper pay range, backdated to 1st September of that same year. Full details of the application process can be found by contacting the Head of Provision.

A qualified teacher will be successful in moving to the upper pay range where the **RAISE-AP** educational directors are satisfied that:

- a) The teacher is highly competent in all elements of the relevant standards; and

- b) The teacher's achievements and contribution to the provision are substantial and sustained.

The relevant definitions for the purposes of this pay policy are:

- Highly competent - meaning performance which is not only good, but also good enough to provide coaching and mentoring to other teachers, give advice to them and demonstrate to them effective teaching practice and how to make a wider contribution to the work of the provision, in order to help them meet the relevant standards and develop their teaching practice.
- Substantial - meaning playing a critical role in the life of the provision and making a clear, distinctive contribution to the raising of student standards. The teacher takes advantage of appropriate opportunities for professional development and uses the outcomes effectively as evidenced by an improvement in students' learning.
- Sustained - meaning continuously maintained over a period of two academic years.

Determinations that a teacher meets these upper pay range criteria are only valid for salary within this provision.

Leadership

The [RAISE-AP](#) educational directors will set salary ranges for staff on the leadership pay ranges having regard to the content of the relevant STPCD (though [RAISE-AP](#) are not bound by this). Progression through these ranges will be dependent on the factors described in this policy. Any salary determinations made are only permanent whilst the teacher remains employed at the provision.

The [RAISE-AP](#) educational directors may review the pay of leadership pay ranges paid under the 2013 School Teachers' Pay and Conditions Document where there is a significant change in responsibilities. Any re-determination of the pay range will be undertaken in accordance with the current STPCD (though [RAISE-AP](#) are not bound by this).

Where the [RAISE-AP](#) educational directors have decided to pay any leadership pay range teachers under the current STPCD, the [RAISE-AP](#) educational directors may decide to review the pay of all teachers paid on the leadership pay range to maintain consistency between leadership staff. The [RAISE-AP](#) educational directors should be fully consulted on any changes to leadership pay arrangements and all determinations made in relation to setting the pay ranges of members of the leadership group will be formally recorded in minutes, along with the rationale for the determination made.

The RAISE-AP educational directors must do so in the spirit and to the letter of the law, in the public interest, to high ethical standards and achieving value for money as part of our values.

The pay of teachers on the leadership pay range will be set in accordance with the 43-point range as detailed in Table 3.

Group	Range of Spine	Salary (Lower)	Salary (Higher)
Group 1	L1-L5	£51,773	£57,137
Group 2	L6-L18	£58,569	£78,702
Group 3	L8-L21	£61,534	£84,699
Group 4	L11-L24	£66,368	£91,158
Group 5	L14-L27	£71,330	£98,106
Group 6	L18-L31	£78,702	£108,202
Group 7	L21-L35	£84,699	£119,350
Group 8	L24-L39	£91,158	£131,578
Group 9	L28-L43	£100,540	£143,796

Table 3: The 43 Point Leadership Pay Range

Note: there may be some small variances between some of the published annual salaries and employees' actual salaries due to rounding.

Head of Provision and Leadership pay ranges

For the Head of Provision position, RAISE-AP will have regard to the group size of the provision but may exercise discretion to go outside of the group size to attract and retain the Head of Provision. The Head of Provision group is Group 2.

Within this school the leadership pay ranges are:

- Head of Provision range – group 3
- Executive Leadership range – group 2
- Leadership range – group 1

Progression through these ranges will be dependent on performance, as described in this policy. Any salary determinations made are only permanent whilst the teacher remains employed at the provision.

Unqualified Pay Range

The **RAISE-AP** educational directors will decide, on a case-by-case basis, whether to pay an unqualified teacher on one of the employment-based routes into teaching (for example, School Direct salaried programme), on the unqualified or qualified teacher pay range.

In the provision, the unqualified teacher pay range will consist of 6 points as set out in Table 4.

Scale Point	Salary
U1	£22,601
U2	£25,193
U3	£27,785
U4	£30,071
U5	£32,667
U6	£35,259

Table 4: Unqualified Teacher Pay Range

Note: there may be some small variances between some of the published annual salaries and employees' actual salaries due to rounding.

Progression along this range is dependent on performance. Any salary determinations made are only permanent whilst the teacher remains employed at this school.

Lead Practitioners

RAISE-AP does not utilise the Lead Practitioners scale due to the nature of the provision.

SEN Allowance

RAISE-AP does not utilise the SEN allowance due to not being bound by the STPCD.

Support Staff

RAISE-AP educational directors will apply the provisions of national and local conditions of service, in relation to support staff pay.

Support staff grading (scaling) is determined by matching the role to the appropriate standard of the role profile. Each role profile is linked with one of the grades (scaled) in the pay structure. Most support staff are employed in-line with the local government pay scales determined by the [NJC](#). Table 5 provides the salaries at each point.

Scale Point	Salary (FTE)
1	<i>Deleted</i>
2	£24,413
3	£24,796
4	£25,185
5	£25,583
6	£25,989
7	£26,403
8	£26,824
9	£27,254
10	£27,694
11	£28,142
12	£28,598
13	£29,064
14	£29,540
15	£30,024

Table 5: Support Staff Pay Range

Note: there may be some small variances between some of the published annual salaries and employees' actual salaries due to rounding.

Progression along this range is dependent on performance. Any salary determinations made are only permanent whilst the teacher remains employed at this school.

Support staff employed on an on-going basis at the provision but who work less than a full working day or week, and/or who work less than 52 weeks per year, are deemed to be part-time.

The salary of part-time support staff is calculated against a reference of 40 hours per week for full-time staff. The salary of support staff who are employed on contracts of less than 52 weeks per year is calculated based on their actual working weeks, adjusted to take account of their annual leave entitlement which is based on grade and length of service.

The salary for all support staff is paid in 12 equal monthly instalments across the year.

Pay on Appointment including Promotional Posts

For all new appointments, the [RAISE-AP](#) educational directors will determine, within the ranges set, an appropriate pay range for the post and the salary to be offered to the person offered the position. In determining the range and salary, the [RAISE-AP](#) educational directors may take account of the factors listed below. This list is not exhaustive and may not apply to all appointments:

- The nature of the post
- The level of skills, qualifications and experience required.
- The wider provision and labour market context
- Their existing salary
- The stage of their performance review cycle

Teaching posts should be advertised to include main pay range and upper pay range pay levels to ensure as wide a field of applicants as possible.

In this provision, teaching staff will be offered pay portability and for support staff the salary offer will be based on the grade applicable to the role profile of the role.

Head of Provision

The [RAISE-AP](#) educational directors will advertise the minimum and maximum of the indicative range for the post. Once a preferred candidate has been selected, the [RAISE-AP](#) educational directors may, in exceptional circumstances, review the indicative

range to ensure it is still appropriate before making a final determination on the salary range for the post.

Leadership

The [RAISE-AP](#) educational directors will advertise the minimum and maximum of the indicative range for the post.

Qualified Teachers

The [RAISE-AP](#) educational directors will advertise for teachers across the main pay range and upper pay range to ensure as wide a field of applicants as possible and an appropriate level of salary will be determined when the job is offered. A teacher will be offered pay portability to enable them to be paid on the same range and at the same rate they were being paid in the previous school.

Appointments to the Upper Pay Range

The circumstances in which payment on the upper pay range will or may be considered are below:

- If the teacher was previously employed as a post-threshold teacher in another school, then this provision will consider whether the individual should be offered employment on the upper pay range.
- If the teacher was employed as a member of the leadership group in this provision for an aggregate period of one year or more, then this provision will pay the individual as an upper pay range teacher.
- If the teacher was previously employed as a leading practitioner in any other school, this school will consider whether the individual should be offered employment on the upper pay range.
- If the teacher meets none of the above criteria or the provision determines to appoint the teacher on the main pay range, then the teacher must apply to access the upper pay range in this school.

Unqualified Teachers

Where advertising for an unqualified teacher, the unqualified teacher pay range will be specified on the advert.

In this provision, where the teacher has previous service as an unqualified teacher, they will be offered pay portability in relation to the unqualified teacher pay range.

The [RAISE-AP](#) educational directors will consider payment of an unqualified teachers' allowance (above the top of the unqualified teacher range) to unqualified teachers where, recommended by the Head of Provision, having considered their basic salary is not adequate.

In doing so, the provision will have regard to the factors outlined at the start of this section and the criteria for the award of an unqualified teacher allowance.

Support Staff

New employees (those who have not previously worked within a maintained school in Hampshire) will normally be appointed to the first step of the appropriate salary range. Having due regard to the factors outlined at the start of this section, a higher salary may be considered by the [RAISE-AP](#) educational directors. This will be on a step within the salary range of the evaluated grade for the role.

In considering what salary may need to be offered, the [RAISE-AP](#) educational directors will have regard to the overall value of the package offered by the provision, compared with that which the applicant is receiving from their current employer.

Existing employees promoted to a new post within the provision will normally be appointed to the first step of the appropriate salary range.

Pay Progression

The [RAISE-AP](#) educational directors will recognise good and outstanding performance of its entire staff by ensuring that they are appropriately rewarded through their salary. The [RAISE-AP](#) educational directors expects the majority of staff to be meeting the expectations for their role and they will therefore be rewarded with pay progression (where there is room on their range or grade) as defined in this section.

The [RAISE-AP](#) educational directors expects that where a member of staff is not meeting the expectations of their role, appropriate support and assistance will be provided, including training, coaching and other development activities as required, and that the individual will be made aware of the potential consequence for their pay progression.

The provision will ensure that assessment of performance is fair and transparent by ensuring it is properly rooted in evidence through a robust performance management process, in accordance with the provision's policy on performance management.

Under the provisions of the Equality Act 2010, adjustments that are reasonable will be considered to enable staff with a disability to perform to the required standard. When setting targets for an employee covered by these provisions, managers will ensure that the employee has the opportunity to discuss the impact, if any, that their disability could have on the targets set. In this context the manager will consider whether any adjustments to those targets, or support to achieve those targets would be reasonable.

Pay decisions are made via recommendation from the Head of Provision to the [RAISE-AP](#) educational directors.

Any member of staff has the right to appeal against the pay decision of the [RAISE-AP](#) educational directors. Details of the appeal process are contained in this policy.

In the context of this section, performance has a broad interpretation and will include conduct as well as capability matters. Any teacher who is subject to the formal Disciplinary Policy, where a breach of Teachers' Standards is substantiated, may be deemed to not meet the required standard in terms of performance. Likewise, a member of support staff who is subject to the formal Disciplinary Policy may be deemed to not meet the required standard in terms of performance.

In respect of teaching staff, the [RAISE-AP](#) educational directors will consider annually whether or not to increase the salary of teachers (including the Head of Provision) who have completed a year of employment since the previous annual pay determination. A year of employment is defined as 26 weeks service, which does not have to be continuous. The 26 weeks service includes periods of paid or unpaid absence, e.g. due to sickness or family friendly leave. A teacher who has not completed a year of employment must still have their performance reviewed annually although this will not have an impact on salary progression.

In respect of support staff, staff who are new employees (i.e. without continuous previous service with the same employer) and who join the provision between January and March each year, will not be eligible to receive step progression in the following April, but will receive the value of the pay award. Performance will be assessed for progression for April of the following year.

Head of Provision

Salary determinations will be made by way of the performance management ratings and outcomes for pay as specified in this policy.

As part of the performance management review, the Head of Provision must demonstrate:

- Sustained high quality of performance, with particular regard to leadership, management, and pupil progress at the school, and
- Substantial progress towards achievement of performance management objectives, and
- That they are meeting the Teacher Standards and Headteacher Standards.

In any event there will be no progression beyond the top of their pay range. The Head of Provision will be notified of the outcome and basis of the decision, in writing, of the [RAISE-AP](#) educational directors within two weeks of the decision.

Leadership

Leadership determinations will be made by way of the performance management ratings and outcomes for pay as specified in this policy.

As part of the performance management review, the leader must demonstrate:

- Sustained high quality of performance, with particular regard to leadership, management, and student progress within their areas of responsibility, and
- Substantial progress towards achievement of performance management objectives, and
- That they are meeting the Teacher Standards.

In any event there will be no progression beyond the top of their pay range. The leader will be notified of the outcome and basis of the decision, in writing, by the [RAISE-AP](#) educational directors within two weeks of the decision.

UPR Teachers

Any qualified teacher paid on the upper pay range will need to demonstrate, as per other classroom teachers, that they have met the expected level of performance, following a robust performance management process with outcomes confirmed in writing, before pay progression is awarded.

Performance will be assessed annually, however pay progression will normally only be considered every two years in order for the teacher to demonstrate a sustained contribution. In order for pay progression to occur, the teacher must demonstrate that:

- They are highly competent in all elements of the Teachers' Standards.
- Their achievements and contribution to the provision are substantial and sustained; and
- That they have made substantial progress towards the achievement of their performance management objectives.

The definitions of highly competent, substantial, and sustained are provided in this policy.

Salary determinations in relation to performance in the previous academic year will be made by way of the performance management ratings and outcomes for pay as specified in this policy. In any event there will be no progression beyond the top of the upper pay range.

Where applicable, the teacher will be notified in writing of the outcome of the decision by the [RAISE-AP](#) educational directors within two weeks of the decision.

Main Scale Teachers

Salary progression, in relation to the previous academic year, will be based directly on the performance of the teacher. Salary progression will only occur where the board of trustees is satisfied that the performance of the teacher in that year meets the required standards, following a robust performance management process with outcomes confirmed in writing.

Salary determinations in relation to performance in the previous academic year will be made by way of the performance management ratings and outcomes for pay as

specified in this policy. In any event there will be no progression beyond the top of the main pay range unless the teacher has applied for and meets this provision's criteria for progression to the upper pay range. The teacher will be notified of the outcome of the decision, in writing, by the [RAISE-AP](#) educational directors within two weeks of the decision.

Early Career Teachers (ECTs)

It is recognised that there will be some individuals continuing to complete a full-time equivalent of a one-year induction and new early career teachers commencing a full-time equivalent two-year induction. For both groups, evidence from the induction period will be considered in an assessment of the teacher's performance in the relevant academic year.

The same performance management ratings and outcomes for pay will apply to these teachers as for qualified classroom teachers identified in this policy. Both groups are eligible for pay progression after a year in employment, as defined at the start of this section, as a minimum of 26 weeks of service on 1st September.

In any event there will be no progression beyond the top of the main pay range. The teacher will be notified of the outcome of the decision, in writing, by the [RAISE-AP](#) educational directors within two weeks of the decision.

Unqualified Teachers

Salary progression, in relation to the previous academic year, will be based directly on the performance of the teacher. Salary progression will only occur where the [RAISE-AP](#) educational directors are satisfied that the performance of the teacher in that year meets the required standards, taking into account that they are not qualified.

Salary determinations in relation to performance in the previous academic year will be made by way of the performance management ratings and outcomes for pay as specified in this policy. In any event there will be no progression beyond the top of the unqualified teacher pay range.

The teacher will be notified of the outcome of the decision, in writing, by the [RAISE-AP](#) educational directors within two weeks of the decision.

Performance Ratings and Pay Outcomes for Teachers

As a result of the performance management process undertaken, a determination will be made on whether, during the relevant academic year, the teacher has demonstrated the expected level of performance.

This review will be in accordance with the provision's performance management policy.

A determination about performance will directly impact pay progression as defined below:

Exceptional performance – two-point salary progression

Achieved expectations – one-point salary progression

Not met expectations – no salary progression

In this provision the above ratings of performance are defined as set out in the sections below.

Exceptional performance

- Consistently and significantly performs above expected performance, according to their career stage and teacher or leadership role.
- Frequently demonstrates exceptional teaching skills, knowledge, and practice relative to their career stage and teaching or leadership role.
- Has significantly exceeded performance management objectives, adding substantial value and lasting benefits to the whole provision.
- Consistently meets, and is a role model for, all teaching standards.
- Even where not a requirement of their role, acts as an exceptional role model able to offer professional guidance and cascade best practice to others in many areas or as a leader, demonstrates exceptional leadership skills and enhancement of teaching practice of colleagues in their area of responsibility.
- Delivers or ensures High Quality Inclusive Teaching (HQIT) and high expectations, leading to accelerated progress of students.
- For leaders (those on the leadership range or holding a TLR), (those on the leadership range or holding a TLR), demonstrates exceptional management of their areas of responsibility within the school as an organisation

Achieved expectations

- Demonstrates consistent good performance, meeting all teaching standards in a manner appropriate for their career stage and teaching or leadership role.
- Consistently demonstrates expected performance, according to the expectations of their teaching or leadership role.
- Confidently demonstrates sound teaching skills, knowledge and practice for their career stage and role.
- Has met all performance management objectives to an appropriate and acceptable level.
- Demonstrates consistent good performance, and for leaders in particular, credibility amongst colleagues.
- Seeks professional support and guidance to guide further development and as teachers, in strong areas can offer guidance and cascade best practice to others and as leaders takes responsibility for ongoing professional development through undertaking wider reading and research.
- As a leader (those on the leadership range or holding a TLR), provides professional challenge and support to colleagues, when appropriate, and empowers staff to make improvements to their practice as well as acting as a role model, offering professional guidance, and cascading best practice within the provision.
- For teachers, sustained progress of pupils is evident, as is good subject knowledge and for leaders, sustained progress of pupils is evident across the provision or within their area(s) of responsibility.

Not met expectations

- Is not meeting the requirements of the relevant standards in a manner appropriate for their teaching or leadership role and career stage.
- Skills, knowledge and/or practice require development in a number of areas of the relevant standards.
- Falls short of expected performance for their teaching or leadership role and career stage.
- Requires advancement of skills to meet requirements of their role.
- Has not either met performance objectives or has not met performance objectives to an acceptable level.
- Does not sustain a consistent level of good performance (i.e. the level of performance described under achieved expectations)
- Requires professional support and guidance to support an acceptable level of performance.

- Children in their class(es), or in the case of leaders, across the provision or within their area(s) of responsibility, do not make sufficient progress.

Support Staff

Salary progression for support staff relates directly to the performance of the employee. Salary progression will only occur where the RAISE-AP educational directors are satisfied that the performance of the employee in that year meets the requirement for their role as defined by the objectives set as part of the Performance Management Policy.

Assessment is completed annually and pay progression takes effect from 1st April each year. In this provision, performance of support staff is reviewed in November and December to take effect with pay progression the following April. New employees who joined between 1st January to 31st March are not eligible for pay progression in the April following their appointment but will have their performance reviewed.

The RAISE-AP educational directors will consider the recommendation of the Head of Provision or line manager in respect of the pay progression of each member of support staff, as an outcome of the Individual Performance Planning process (IPP), awarding each April one of the three ratings outlined below:

A determination about performance will directly impact pay progression as defined below:

Exceptional performance – two-step salary progression

Achieved expectations – one-step salary progression

Not met expectations – no salary progression

In this provision the above ratings of performance are defined as set out in the sections below.

Exceptional performance

- All target/standards achieved, and performance is exceptional against most or all of the targets.
- The job was delivered exceptionally well, and the requirements of the role were exceeded.
- Very positive behaviours are displayed, e.g.
 - Expectations frequently exceeded and/or exceptional support or service provided even when expectations could not be met.

- Proactively engaging and motivating others; providing significant support to others (including colleagues and students)
- Consistently leading by example and acting as a role model or champion
- Taking into account the implications of their activities on own initiative
- Willingly taking on additional responsibilities outside role requirement

Achieved expectations

- Consistently met the majority of targets/standards – in some areas, accomplishments may have exceeded expectations, whereas in others they may occasionally have fallen slightly short; however, the overall performance is acceptable for accomplishing targets/standards.
- The job was delivered, and the requirements of the role met.
- Behaviour and the way the role have been performed has met expectations e.g.
 - Good support and service to students and colleagues
 - Contributing to the team and supporting others in their role
 - Positive attitude to achieving targets.
 - Engaging in opportunities to learn and develop.

Not met expectations

- Targets not achieved and/or performance frequently fell below role requirements.
- The job was either not accomplished in its entirety or was accomplished with too high a reliance on others ('hand holding')
- Behaviour has not met expectations e.g.
 - Poor support and service to students and colleagues
 - Negative impact on team or individual's goals
 - Making minimal contributions to the team or not helping others
 - Resisting opportunities to learn or improve.

Absence

Teaching staff

For teaching staff special arrangements are in place for individuals who have been absent from work for more than nine months of the year. In these cases, assessment of performance within the academic year may be difficult.

Where there is not enough evidence to support a performance rating due to absence, an 'achieved expectations' rating will normally be applied. The exception to this is if the performance rating for the preceding year was 'not met expectations', in which case that rating should apply, unless the Head of Provision can demonstrate to trustees a strongly evidenced argument to change the rating.

Support staff

For support staff, the EHCC collective agreement has special arrangements in place for individuals who have been absent from work for more than nine months of the year. In these cases, an 'achieved expectations' rating will be applied.

The exception to this is if the performance rating for the preceding year was 'improvement required', in which case that rating should apply, unless the Head of Provision can demonstrate a strongly evidenced argument to trustees to change the rating. In cases of absence of less than 9 months of the year, the Headteacher will rate the performance based on the period of work in attendance.

Allowances and Other Payments

This section sets out the payments the [RAISE-AP](#) educational directors have determined may be payable in the provision to certain groups of employees and/or specific post holders. A teacher in receipt of safeguarded salary may have the value of that safeguarding reduced or removed, depending on the allowance being paid to that teacher.

Continuing Professional Development

Teachers (excluding the Head of Provision if paid under the current document) who are asked to and agree voluntarily to undertake continuing professional development outside of directed time may be entitled to an additional payment. This payment will be considered by the Pay and Personnel Committee in advance of the specific activity.

Initial Teacher Training Activities

Teachers (excluding leading practitioners and the Head of Provision if paid under the current document) who voluntarily undertake provision-based Initial Teacher Training activities will be entitled to a flat rate allowance which will be agreed by the [RAISE-AP](#) educational directors. Activities that will attract payment are:

- Supervising and observing teaching practice.
- Giving feedback to students on their performance and acting as professional mentors.

- Formally assessing students' competences.

Consultancy

The **RAISE-AP** educational directors will consider releasing members of staff from their normal working hours to undertake consultancy-type activities. Where this is approved by the **RAISE-AP** educational directors, the **RAISE-AP** educational directors shall place in writing the following details:

- The maximum number or days/hours of release within the academic year, and
- The full terms of the work to be carried out including arrangements for pay, expenses, time allocated to complete the work, and
- The nature of the consultancy work being undertaken.

In such circumstances, the payment made by the other party will be to the provision and the **RAISE-AP** educational directors will consider whether there should be a payment to the Head of Provision to reflect the additional responsibility and activity.

Acting Allowance

Where staff are required to cover senior positions (i.e. those paid on the leadership range) because of sickness, other absence or prolonged vacancy, any additional payment due will be agreed with the employee ideally in advance but at least within four weeks of beginning that cover.

Allowances/Payments for Classroom Teachers

This section defines payments that the **RAISE-AP** educational directors have determined as payable in this provision to classroom teachers, including qualified classroom teachers and newly qualified/early career teachers. Unqualified teachers can receive some payments in this section, but not all. Those on the leadership group are excluded from receiving any payments in this section.

Recruitment Allowances and/or Benefits

The **RAISE-AP** educational directors do not currently award recruitment/relocation incentives and/or benefits. The **RAISE-AP** educational directors will regularly review whether this discretion should be applied.

Retention Incentive and/or Benefits

The [RAISE-AP](#) educational directors do not currently award retention incentives and/or benefits. The [RAISE-AP](#) educational directors will regularly review whether this discretion should be applied.

Teaching and Learning Responsibility Payments (TLRs)

TLRs will be awarded to the holders of posts indicated in the attached staffing structure which has been consulted upon with staff.

TLRs are awarded to classroom teachers paid on the qualified teacher ranges who undertake a sustained additional responsibility in the context of the provision's staffing structure for the purpose of ensuring the continued delivery of high-quality teaching and learning for which they are responsible and accountable.

Before awarding a TLR, the [RAISE-AP](#) educational directors must be satisfied that the teacher's duties include a significant responsibility that is not required of all classroom teachers, and that.

- Is focused on teaching and learning; and
- Requires the exercise of a teacher's professional skills and judgement; and
- Requires the teacher to lead, manage and develop a subject or curriculum area; or to lead and manage student development across the curriculum; and
- Has an impact on the educational progress of students other than the teacher's assigned classes or groups of students; and
- Involves leading, developing and enhancing the teaching practice of other staff.

In addition, payment of a TLR 1 will require the teacher's role to include line management responsibility for a significant number of people.

TLR values are:

TLR 2 minimum - £3,527

TLR 2 maximum - £8,611

TLR 1 minimum – £10,174

TLR 1 maximum – £17,216

The above amounts are full-time values which will be pro-rated in accordance for part-time teachers and where teachers work part year.

The **RAISE-AP** educational directors will regularly review whether the provision structure needs to be modified to incorporate TLR3 projects and consult with staff where it is proposed to create TLR 3 posts.

When this is agreed, the **RAISE-AP** educational directors have identified that the following type of projects that will enable the school to achieve its development priorities meet the criteria for a fixed term TLR 3, in that they:

- Are clearly time limited school improvement projects, or one-off externally driven projects; and
- Are focused on teaching and learning; and
- Require the exercise of a teacher's professional skills and judgement; and
- Have an impact on the educational progress of students other than the teachers' assigned classes or groups of students.

Payment of the TLR 3 is not conditional upon successful completion, though individuals who are responsible for delivering these projects will have success criteria defined as a specific target with their performance management targets.

Allowances only payable to unqualified teachers – unqualified teacher allowance

The **RAISE-AP** educational directors will pay an unqualified teachers' allowance to those on the unqualified pay range when the **RAISE-AP** educational directors consider their basic salary is not adequate having regard to their responsibilities, qualifications, experience and any recruitment difficulties. The value of the allowance will be determined according to the individual circumstances, in line with the statutory criteria below:

- The teacher has sustained additional responsibility focused on teaching and learning and requiring a teacher's professional skills and judgement; or
- The teacher has qualifications/experience which bring added value to role.

Special recognition scheme

The **RAISE-AP** educational directors may recognise exceptional performance on a particular project or element of work by making a one-off payment under this scheme. An award may be made of up to 10% of an employee's basic salary.

Market Supplements

Where there is specific difficulty in recruiting and/or retaining a certain category of support staff, the **RAISE-AP** educational directors will give consideration to the use of market supplements, subject to statutory and local criteria being met.

Holiday Pay Payments

In limited and exceptional circumstances, an employee may be entitled to an additional payment in respect of holiday pay, to ensure that they will not be financially worse off during periods of statutory annual leave (the minimum annual leave entitlement set by legislation, i.e. 20 days).

This applies when a teacher or member of support staff submits a relevant claim, in which case an additional holiday pay payment may be made in addition to that claim, paid in the same month in which the relevant claim is paid.

The relevant claims which may qualify for a holiday pay payment are limited to:

- Overtime or additional hours
- Sleep in payments
- Call out.
- Standby fee
- Shift premiums
- Out of provision learning activities (booster classes or one-to-one tuition)
- Continuing professional development, consultancy, seconded Head of Provisions and Initial Teacher Training activities (paid via professional duties)

Where a holiday pay payment is due, it will be calculated on the following basis:

Teachers: a payment of 20/195 of the value of the relevant claim.

Support staff: a payment of 20/261 of the value of the relevant claim.

Overpayments

The [RAISE-AP](#) educational directors will seek to recover all overpayments. The process the provision will follow is set out in the procedure for recovery of overpayments.

Where a pay deduction is required to recover an overpayment of wages or expenses, there is no requirement for an employer to obtain a written mandate from the employee, but in this situation [RAISE-AP](#) educational directors will seek to obtain the employee's agreement.

Where the [RAISE-AP](#) educational directors have incorrectly told a new employee, orally or in writing, that they will receive a specific payment and the employee has accepted a job on that basis, the [RAISE-AP](#) educational directors will review whether to serve notice of a change in contract to correct the error.

Education Personnel Services will provide further advice in such situations.

Appeal Arrangements

The arrangements for considering appeals in relation to pay including withholding of pay progression based on performance management are as follows:

- A member of staff may appeal in relation to their pay on the grounds specified) below.
- The grounds for appeal are that the person or committee by whom the decision was made:
 - incorrectly applied any provision of the relevant terms and conditions of service.
 - failed to have proper regard to statutory guidance, such as Teacher Standards.
 - failed to take proper account of relevant evidence.
 - failed to consistently apply the provision's pay, or performance management policy.
 - took account of irrelevant or inaccurate evidence.
 - was biased; or
 - otherwise unlawfully discriminated against the member of staff.

An issue raised as a pay appeal cannot then be raised again as a grievance.

Employees who are dissatisfied in relation to their pay have a statutory right to raise a formal complaint about that decision, which is termed a grievance. The process defined within this section meets the statutory requirements for raising a grievance and therefore an issue raised as a pay appeal cannot then be raised again under the provision's formal Grievance Procedure and/or any complaints about pay that are submitted under the grievance procedure will be considered under this procedure rather than the Grievance Procedure.

Raise Values

Our [RAISE-AP values](#) (Resilience, Attitude, Interest, Self-Confidence and Empathy) are key in everything we do, specifically with attitudes (positive attitudes towards learning and wider life) and empathy (valuing and caring about each individual) which are linked to our Pay policy.
