



TEACHERS' PAY POLICY

This policy is informed by the Christian values which are the basis for all of CDAT's work and any actions taken under it and other policies that it informs will reflect this.

'Blessed are those who act justly, who always do what is right'
Psalm 106:3

Approved by	Date	Review Schedule	Date of next review
Trust Board	01/10/2026	Annually	Oct 2027 (review delegated to F&O committee)

Introduction

This policy sets out the framework for making decisions on teachers' pay within the Trust, ensuring a fair, transparent, and consistent approach across all Trust schools. It has been developed to comply with relevant statutory guidance and the requirements of the School Teachers' Pay and Conditions Document (STPCD) and has been consulted on with the recognised trade unions.

Scope

This policy applies to all teaching staff employed by the Trust within its academies, including classroom teachers, middle leaders, senior leaders, Headteachers, and other qualified teachers whose pay and conditions are determined by the Trust.

Any reference to the post of Headteacher also includes the post of Executive Headteacher who leads more than one school.

The post of Head of School refers to a post responsible for the day-to-day leadership of a school, accountable to an Executive Headteacher.

Where staff have joined the Trust through a TUPE process, they will be consulted with to move to this policy from the September following academisation.

Aims

In adopting this pay policy, the aim is to:

- *maximise the quality of teaching and learning at the school*
- *support the recruitment, retention, motivation and development of a high-quality teacher workforce*
- *ensure that teachers are paid appropriately for their roles, responsibilities and experience*
- *support in reducing workload*
- *complement CDAT's appraisal policy, which is supportive and developmental and ensures that employees have the skills and support to do their jobs effectively*
- *ensure that decisions on pay are managed in an equitable, just and transparent way*
- *ensure that all pay awards and decisions are monitored and reviewed as part of the CDAT's equality impact and pay assessments.*

Responsibilities

Pay decisions are made in accordance with CDAT's Scheme of Delegation. Day-to-day responsibility for the operation of this policy rests with the Headteacher (or CEO in relation to Headteachers and central staff). The Local Governance Committee provides strategic oversight and hears appeals where appropriate. The Trust Board monitors the consistent and equitable application of the policy across the Trust.

Pay awards will be decided by CDAT with consideration of National Recommendations identified in the annual STPCD and, where applicable, backdated to the 1st of September.

CDAT will actively promote equality in all aspects of CDAT life, particularly as regards all decisions on advertising of posts, appointing, promoting and paying staff, training, and staff development and pay decisions' outcomes will be monitored in accordance with equality good practice across the Trust by the Trust Board.

Teachers:

- Engage fully with the performance management process, maintaining professional standards and contributing to the achievement of school and Trust objectives.
- Familiarise themselves with the provisions of this policy and raise any questions or concerns through the appropriate channel.
- Have the right to seek clarification regarding pay decisions and to access the Trust's pay appeals process where they believe a decision has not been made in accordance with this policy.

Line Managers:

- Conduct performance management reviews in accordance with Trust policies and procedures.
- Provide objective assessments of performance and identify professional development needs through the appraisal and development process.
- Provide relevant evidence where required for applications to the Upper Pay Range or the application of the specific pay progression exceptions in this policy.

Headteachers:

- Manage the day-to-day implementation of this policy.
- Determine annual pay progression and other individual pay decisions for teaching staff, in accordance with this policy and the Trust's Scheme of Delegation.
- Refer recommendations relating to leadership appointments, recruitment and retention payments, or other matters requiring Trust approval to the CEO in accordance with the Scheme of Delegation.
- Ensure that performance management processes are carried out fairly, consistently and in accordance with Trust policy.
- Ensure that all pay decisions are supported by appropriate evidence and comply with the Trust's procedures and delegated authorities.
- Maintain appropriate records to support pay decisions and recommendations.
- Ensure that all pay decisions are affordable and can be met within the academy's approved budget.
- Implement the policy consistently and without discrimination.
- Communicate pay decisions to staff in a timely manner.
- Report annually to the Local Governance Committee on the implementation of the policy, including the number of teachers considered for pay progression and the number progressing, together with any other information required to enable the LGC to fulfil its oversight responsibilities.

Local Governance Committee:

- Provide strategic oversight of the implementation of the Pay Policy.
- Receive reports on the operation of pay progression and monitor consistency, affordability and equality.
- Determine Headteacher pay through the Headteacher Performance Management Committee.
- Hear pay appeals in accordance with this policy.
- Exercise any additional delegated powers contained within the Scheme of Delegation.

CEO:

- Ensure the consistent implementation of this Pay Policy across all Trust schools.
- Provide strategic oversight, support and challenge to Headteachers in relation to pay decisions, workforce planning and affordability.
- Determine or approve pay decisions where required by the Trust's Scheme of Delegation, including matters relating to Headteachers, leadership posts, recruitment and retention payments, and other Trust-wide pay decisions.
- Advise and support Local Governance Committees on Headteacher pay and other pay matters where appropriate.
- Monitor the implementation of the policy to ensure that pay decisions are fair, equitable, affordable and consistent across the Trust.
- Report significant pay matters, trends and any equality considerations to the Trust Board as appropriate.

Principles

This policy will be reviewed annually after consideration of the most recent School Teacher's Pay and Conditions document and consultation with recognised trade unions.

CDAT will ensure that the policy is applied consistently across all academies while retaining sufficient flexibility to respond to local school circumstances and workforce requirements.

Pay decisions for teaching staff will be made by the Headteacher in accordance with this policy and the Scheme of Delegation. Where required by the Scheme of Delegation, decisions will be reviewed or determined by the appropriate committee or the CEO.

The Headteacher's salary will be reviewed by a panel of 2 or 3 LGC members (which should include the Chair) as part of the annual Headteacher Performance Management cycle. They will be supported in this by the CEO (or nominated representative).

CDAT does not operate performance-related pay progression. Progression within the Unqualified, Main, Upper, Leading Practitioner and Leadership Pay Ranges is automatic, up to the maximum of the applicable range, subject to the service requirements, progression intervals and exceptions specified in this policy. Progression is not dependent on achieving appraisal objectives or a separate assessment of performance. Applications to move from the Main Pay Range to the Upper Pay Range are assessed against the entry criteria set out below; these criteria do not apply to subsequent progression within the Upper Pay Range.

CDAT expects its teachers to adhere to the Teachers' Standards, including to:

- act with integrity, professionalism and in the best interests of the children and young people.
- support quality initiatives to improve teaching and learning
- enable successful pupil progress.
- contribute to the wider life of the school and fulfil wider professional responsibilities.
- commit to own and others' continuing professional development.

Any reference to Headteacher also includes the post of Principal or of Executive Headteacher (who leads more than one school).

Staffing Structure

The Headteacher and Local Governance Committee will regularly review the school's staffing establishment to ensure it continues to meet the needs of the school. It is acknowledged that staffing structures may need to be revised over time in response to changing educational requirements and financial pressures. Headteachers are encouraged to take a proactive approach to workforce planning, ensuring that staffing arrangements remain effective, fit for purpose, and provide value for money

Any amendments to the establishment structure must be managed in accordance with the Trust's Scheme of Delegation or any recruitment approval processes that may apply within individual schools. Where significant changes to the staffing structure are proposed, these will be subject to a comprehensive consultation process involving affected staff and recognised trade unions.

The Headteacher will lead on making recommendations regarding the staffing establishment of their school, with support from the Trust where appropriate. In schools identified as underperforming or having limited leadership capacity, the Trust may undertake or lead the review process.

Where the needs of the school evolve, the Headteacher may need to review and reallocate responsibilities among staff to ensure operational effectiveness and alignment with school priorities.

A vacancy arising through the resignation of a post holder will not automatically result in the post being refilled. The Trust reserves the right to review the staffing structure following a resignation. This review may result in the post being re-advertised, removed, amended in terms of responsibilities, and/or revised with regard to any associated allowance.

Promoting and expanding flexible working opportunities within schools can support the recruitment and retention of high-quality teachers, enhance employee wellbeing, and contribute to greater equality of opportunity across the workforce. Flexible working arrangements can help ensure that teaching remains an attractive and sustainable career for employees at different stages of life, including those with caring responsibilities, individuals planning a phased retirement, staff returning from a career break, or those combining school-based work with professional development or employment within their specialist field.

Schools can support staff through a range of flexible working practices, including part-time working, personal or family leave in accordance with the Trust's Leave Policy, and off-site Planning, Preparation and Assessment (PPA) time where appropriate. These arrangements can provide practical support for teachers and school leaders while maintaining effective service delivery.

Although not all flexible working options will be suitable in every circumstance, schools should give full consideration to requests for flexible working wherever possible and where such arrangements can be accommodated without adversely affecting operational requirements. All requests for flexible working must be considered and processed in accordance with the Flexible Working Policy.

Affordability

The Headteacher is responsible for ensuring proposed pay decisions are affordable within the delegated budget. The LGC provides strategic oversight through its monitoring of staffing and budget planning.

Pay Structure

The Trust adopts a pay structure that recognises the different levels of responsibility, expertise, and contribution expected of teaching staff throughout their careers. The pay structure comprises unqualified teachers, plus four principal pay ranges for qualified teachers (including Leadership):

Unqualified Teachers' Pay Range

The Unqualified Teachers' Pay Range applies to teachers who are employed in a teaching role but do not hold Qualified Teacher Status (QTS). The Trust recognises the valuable contribution made by unqualified teachers and will determine salary placement within the Unqualified Teachers' Pay Range having regard to the individual's qualifications, skills, experience, responsibilities, and relevant market considerations. Where an unqualified teacher subsequently obtains Qualified Teacher Status, the Trust will determine an appropriate salary on the Main Pay Range, taking into account the teacher's previous experience, skills, and qualifications. There are six points on the Unqualified Teachers' Pay Range.

Main Pay Range (MPR)

The Main Pay Range applies to qualified teachers who have successfully completed their statutory induction period and are developing their professional practice. There are six points on the Main Pay Range (M1-M6).

Upper Pay Range (UPR)

The Upper Pay Range is for experienced teachers who have demonstrated that they are highly competent in all elements of the Teachers' Standards and whose achievements and contribution to the school or CDAT are substantial and sustained. There are three points on the Upper Pay Range (UPS1-3).

Leading Practitioner Pay Range (LPPR)

The Leading Practitioner Pay Range applies to teachers appointed to roles that primarily focus on modelling and leading improvements in teaching practice across a school, phase, subject area, or the wider Trust. Leading Practitioners are expected to demonstrate and disseminate outstanding teaching expertise, support professional development, and contribute to raising standards through the improvement of teaching and learning.

Leadership Pay Range (LPR)

The Leadership Pay Range applies to staff appointed to leadership roles, including Headteachers, Executive Headteachers, Deputy Headteachers, Assistant Headteachers, and other posts designated as leadership positions by the Trust. Leadership pay reflects the significant strategic, managerial, and organisational responsibilities associated with these roles.

Leadership Differentials

A leadership differential is the monetary difference between the salary points assigned to leadership posts within the Trust. When determining the pay range for a leadership role, CDAT will ensure that there is an appropriate differential between posts to reflect differences in accountability, responsibility, complexity, and scale of leadership. For example, a Deputy Headteacher's pay range would normally be lower than that of the Headteacher to recognise the differing levels of overall responsibility attached to each role.

CDAT will determine leadership differentials in accordance with the School Teachers' Pay and Conditions Document (STPCD), taking into account factors such as the size and context of the school, the scope of the role, line management responsibilities, and recruitment and retention considerations where appropriate.

Annual Determination

All teaching staff salaries will be reviewed annually to take effect from 1st September. Each member of teaching staff will be given a written statement setting out their salary and any other financial benefits to which they are entitled.

Pay reviews may take place at other times of the year to reflect any changes in circumstances, or job description, that lead to a change in the basis for calculating an individual's pay. A written statement will be given after any review.

Salary on Appointment

The salary range for each post will be determined in accordance with the Trust's Scheme of Delegation and, where applicable, the Trust's approved staffing structures, job descriptions and job evaluation framework.

For teaching posts below the Leadership Pay Range, the Headteacher will determine the starting salary within the advertised pay range, taking account of the candidate's qualifications, skills, relevant experience, existing salary (where appropriate), market conditions and the needs of the school.

For leadership posts, including Headteachers, Deputy Headteachers and Assistant Headteachers, salary determinations will be made by the CEO in accordance with the Scheme of Delegation and the provisions of this policy.

For support staff posts, appointments will normally be made to the grade established through the Trust's Job Evaluation Scheme and standard job role descriptors. Any variation from the standard grade or job description must be approved in accordance with the Trust's Scheme of Delegation.

In making salary determinations, the Trust will have regard to:

- the nature and responsibilities of the post;
- the level of qualifications, skills and relevant experience;
- market conditions and recruitment considerations;
- internal pay relativities and consistency across the Trust;
- the wider strategic needs of CDAT.

Pay progression

All teachers and Leaders can expect to receive regular, constructive feedback on their performance and are subject to annual appraisal & development reviews that recognise their strengths, informs plans for their future development, and helps to enhance their professional practice.

Teachers and leaders will receive automatic progression of one point within their applicable pay range on 1 September each year, until they reach the maximum of that range, subject to the service requirements and exceptions below. Teachers on the Upper Pay Range will progress every two years, as set out in the Upper Pay Range section. Automatic progression will not apply where an employee is subject to a support plan, formal capability procedures or has an active formal disciplinary sanction at the date progression is due. Where progression is withheld, the employee's position on the pay range will be reviewed once the support plan or formal capability procedure has concluded satisfactorily, or the active formal disciplinary sanction has expired.

Employees who commence employment during the academic year will receive their first annual pay progression on the next applicable progression date, provided they have completed more than one full term of continuous service by that date; those who have completed one or less terms of service will become eligible for progression at the following annual review. (Continuous service includes that from employment at another school).

Allowances

Teaching and Learning Responsibility (TLR) Payments

Teaching and Learning Responsibility (TLR) payments may be awarded to teachers who undertake sustained additional leadership responsibilities that are focused on teaching and learning and which are not required of all classroom teachers.

TLRs recognise significant leadership responsibilities that contribute to the educational achievement of pupils and the strategic development of the school. A TLR may be awarded where a teacher is required to undertake a sustained additional responsibility which:

- is focused on teaching and learning;
- requires the exercise of a teacher's professional skills and judgement;
- requires the teacher to lead, manage and develop a key stage, phase or other significant aspect of the school's work;
- has an impact on the educational progress of pupils beyond the teacher's assigned classes or groups; and
- involves leading, developing and enhancing the teaching practice of other staff.

For the purposes of this policy, a teacher is regarded as being directly accountable where they have delegated leadership responsibility for an area of the school's work, are expected to secure sustained improvements in that area and are held accountable through appraisal and performance review for the quality of provision, staff performance and pupil outcomes. Responsibility for co-ordinating or developing an aspect of the curriculum, without wider leadership accountability, will not normally attract a TLR payment.

The award of a TLR will be determined by the Trust and will be linked to a clearly defined job description setting out the duties and responsibilities associated with the post. TLR payments recognise the level of delegated leadership accountability attached to a role rather than the volume of work undertaken or the importance of the curriculum area being led. Any TLR awarded to a part-time teacher will be based on the proportion of the responsibility they carry out, rather than their contracted hours.

TLR1 payments will only be awarded in exceptional circumstances where a teacher undertakes substantial whole-school leadership responsibilities that meet the criteria set out in the School Teachers' Pay and Conditions Document (STPCD). Such roles will normally include significant line management responsibilities and direct accountability for standards, staff performance and pupil outcomes.

TLR2 payments will normally be awarded where a teacher has delegated leadership responsibility for a key stage, phase or other significant area of the school's work and is directly accountable for securing improvements in the quality of provision, staff performance and pupil outcomes.

TLR3 payments may be awarded for clearly defined, time-limited school improvement projects or other temporary leadership responsibilities that fall outside an employee's substantive role and which have a clear start and end date. The purpose, duration and value of the payment will be determined before the project commences. TLR3 payments will not be awarded for responsibilities that are permanent or ongoing.

The values of TLR1, TLR2 and TLR3 payments will be determined in accordance with the ranges published annually in the School Teachers' Pay and Conditions Document (STPCD).

Where a teacher temporarily undertakes the duties of a post carrying a TLR, the Trust may award an acting TLR payment for the period during which those duties are undertaken.

Temporary TLR3 payments will be awarded for a fixed period and will cease at the end of that period without safeguarding.

TLR payments will be reviewed when there is a significant change to the duties and responsibilities of the post, following organisational restructuring, or where the Trust determines that the responsibilities no longer meet the criteria for the relevant TLR payment.

Any changes to TLR payments will be implemented in accordance with the provisions of the STPCD, including any applicable safeguarding arrangements.

Recruitment and Retention Allowances

Where there is a demonstrable business need, the Trust may award recruitment incentives and/or retention allowances to teachers for a period of up to three years. Retention allowances will only be granted in exceptional circumstances. The value of any such award will be determined on a case-by-case basis. All recruitment and retention payments must be approved by both the Headteacher and the CEO, following consultation with HR.

Where significant recruitment challenges exist in appointing a Headteacher, the CEO may approve an additional salary enhancement of up to 25% of the minimum point of the relevant salary range to attract high-calibre candidates. Any enhancement will be considered on an individual basis, with its purpose, value, duration and payment arrangements agreed in writing.

SEN Allowance

An SEN allowance will be awarded where a teacher is employed in a SEN post that requires a mandatory SEN qualification, is teaching pupils with special educational needs in a special school, or is otherwise undertaking a role that involves a significant element of working directly with children with special educational needs and requires the exercise of professional skills and judgement beyond those normally expected of a classroom teacher. The value of the allowance will be determined by the Trust, taking account of the structure of the post, the qualifications and expertise required, and the relative demands of the role.

Other Allowances

The Trust may award a one-off payment for agreed additional work outside the employee's normal duties and responsibilities. Payment will not be paid for activities that form part of an employee's substantive role, and no more than one payment may be awarded to an individual within an academic year.

The Trust may make additional payments to employees for participation in approved out-of-school-hours learning activities, such as holiday revision sessions, weekend intervention programmes, or summer schools. Such activities must be agreed in advance between the employee and the Headteacher, or, in the case of a Headteacher, between the Headteacher and the CEO.

All such payments must be approved by both the Headteacher and the CEO, following consultation with HR.

Moving to Upper Pay Range

Applications and Evidence

A teacher is eligible to apply for the Upper Pay Range once they have reached M6 on the main scale. It is the responsibility of the teacher to decide whether they wish to apply to be paid on the upper pay range and any such request must be assessed in line with this policy. Teachers may submit a request to be considered once a year and this should be submitted to the Headteacher before 31st October.

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

All applications should include the results of the two most recent performance management reviews (or, where that information is not applicable or available, a statement and summary of evidence to demonstrate that the applicant has met the assessment criteria). For example, where someone is new to CDAT or returning from maternity leave.

The following criteria apply solely to applications to enter the Upper Pay Range. They do not determine subsequent progression from UPS1 to UPS2 or UPS2 to UPS3.

The Assessment

The Headteacher will assess each application fairly, robustly and consistently against the criteria set out in this policy, taking account of the evidence submitted by the teacher together with the outcomes of the teacher's appraisal and any other relevant professional evidence.

The Headteacher will determine whether the application has been successful and will notify the teacher of the outcome in writing.

The Local Governance Committee (or its Pay Committee) will receive an annual report on applications to the Upper Pay Range and their outcomes, in order to satisfy itself that this policy has been applied fairly, consistently and equitably. The committee will not normally reconsider the professional judgement made by the Headteacher except where an appeal is submitted under this policy.

For the purposes of this pay policy:

'Highly competent' means

Performance which is consistently good (and so has a sustained, positive impact on pupils' outcomes) and worthy of being used to provide coaching and mentoring to other teachers, give advice to them and demonstrate to them effective teaching practice and how to make wider contribution to the work of the school,

in order to help them meet the relevant standards and develop their teaching practice (as evidenced in the improving progress of pupils in the relevant classes).

- **'substantial'** means:

Performance that is of real importance, validity or value to the school, plays a critical role in the life of the school, provides a role model for teaching and learning, makes a distinctive contribution to the raising of pupils' standards, takes advantage of appropriate opportunities for professional development and uses the outcomes effectively to improve pupils learning.

- **'sustained'** means:

Performance is maintained continuously over a long period and is demonstrated in the two most recent appraisal reviews.

Any appeal against a decision not to move the teacher to the upper pay range will be heard as an appeal, see section below.

Progression

Where an application is successful, the teacher will move to the first point of the CDAT Upper Pay Range (UPS1) with effect from 1 September of the academic year in which the application was submitted.

Where an application is unsuccessful, written feedback will be provided explaining the reasons for the decision and identifying any areas for further professional development. The teacher will have the right of appeal in accordance with the Pay Appeals Procedure set out in this policy.

Teachers on the Upper Pay Range will receive automatic progression of one point on 1 September every two years, until they reach UPS3, subject only to the following exceptions: automatic progression will not apply where an employee is subject to a support plan, formal capability procedures or has an active formal disciplinary sanction at the date progression is due. Where progression is withheld, the employee's position on the pay range will be reviewed once the support plan or formal capability procedure has concluded satisfactorily, or the active formal disciplinary sanction has expired.

Leadership

Leadership Pay

The CEO will determine the pay range for all leadership posts prior to advertisement, having regard to the size, context and complexity of the school, the responsibilities of the post and the provisions of the School Teachers' Pay and Conditions Document (STPCD).

Leadership pay ranges will normally comprise:

- **Headteachers** – a seven-point pay range.
- **Deputy Headteachers, Assistant Headteachers and Heads of School** – a five-point pay range.

When determining leadership pay ranges, the Trust will ensure that there are appropriate salary differentials between leadership posts to reflect differences in accountability, responsibility and strategic leadership.

The minimum point of a Headteacher's pay range will normally be at least one Leadership Scale point above the minimum point of any Deputy Headteacher pay range within the school.

Where both Deputy Headteacher and Assistant Headteacher posts exist within the staffing structure, the minimum point of the Deputy Headteacher pay range will normally be at least one Leadership Scale point above the minimum point of the Assistant Headteacher pay range.

The CEO may depart from these principles in exceptional circumstances where this is justified by recruitment and retention considerations or other operational factors.

On appointment, the successful candidate will normally be appointed to an appropriate point within the advertised pay range, taking account of their qualifications, skills, experience, existing salary (where appropriate), recruitment considerations and the needs of the Trust.

For Deputy Headteacher, Assistant Headteacher and Head of School appointments, the starting salary will be determined by the Headteacher in consultation with the CEO.

For Headteacher appointments, the starting salary will be determined by the CEO.

Additional payments may be made to a headteacher for temporary responsibilities in addition to usual duties. This will be determined by the CEO.

Executive Headteachers

Where a Headteacher is asked by the Trust to undertake the leadership of more than one school, whether on a temporary or permanent basis, the CEO may determine that an additional payment is appropriate to recognise the increased level of responsibility.

This additional payment will normally be equivalent to **two or three Leadership Scale points**, although the CEO may determine a different amount where this is justified by the circumstances.

Where appropriate, this payment may take the employee's salary above the maximum of their normal Headteacher pay range. Such payments will be reviewed regularly and may be varied or withdrawn where the additional responsibilities cease or change significantly.

Annual Pay Progression

Leaders will receive **automatic annual progression of one point** within their agreed leadership pay range with effect from 1 September each year, until they reach the maximum of that range.

Leaders are expected to maintain high professional standards and provide effective leadership and management. Their performance and development will be reviewed through CDAT's Appraisal and Development Policy. Pay progression is not dependent on achieving appraisal objectives or a separate assessment of performance, subject only to the exceptions below.

Automatic progression will not apply where a leader is subject to a support plan, formal capability procedure or active formal disciplinary sanction at the date progression is due. Where progression is withheld, the employee's position on the pay range will be reviewed once the support plan or formal capability procedure has concluded satisfactorily, or the active formal disciplinary sanction has expired.

Acting up allowance

Staff may receive an acting-up allowance when they are required to undertake the duties of a more senior colleague. The LGC, in partnership with the CDAT, will decide whether an allowance is appropriate within four weeks of the acting-up period beginning. For planned or extended absences, an allowance may be agreed in advance and applied from the first day of absence. Regular reviews will take place to support staff wellbeing, maintain continuity, and ensure the school's ongoing operational needs are met.

Temp/casual teachers

Teachers employed on a day to day or other short notice basis will be paid on a daily rate basis calculated on the assumption that a full working year consists of 195 days: periods of employment for less than a day being calculated pro-rata.

These teachers are not subject to CDAT's Appraisal & Development process.

Appeals

The Trust is committed to ensuring that pay decisions are fair, transparent and consistent. Employees who are dissatisfied with a pay decision have the right to appeal. To encourage the prompt resolution of concerns, the Trust has adopted a two-stage appeals process consisting of an informal review with the original decision-maker, followed by a formal appeal where the matter remains unresolved.

Informal Resolution

Before submitting a formal appeal, the employee should seek clarification from the person who made the decision (normally the Headteacher or the CEO). Many concerns can be resolved by explaining the rationale for the decision or correcting any factual misunderstanding.

If the employee remains dissatisfied, they may submit a formal appeal.

Formal Appeal

A formal appeal must be submitted in writing within **10 working days** of receiving written confirmation of the pay decision. The appeal should clearly state the grounds for appeal and include any supporting evidence.

Appeals will normally only be considered on one or more of the following grounds:

- the Pay Policy or Scheme of Delegation was not correctly applied;
- relevant evidence was not taken into account;
- the decision was based on inaccurate or incomplete information;
- the decision was unreasonable in light of the evidence available.

Appeals where the original decision was made by the Headteacher

The appeal will be heard by a panel of three members of the Local Governance Committee who have had no prior involvement in the matter.

The panel will normally be advised by an HR representative.

The appeal is a review of the original decision rather than a full rehearing, although the panel may consider new evidence where it was not reasonably available at the time of the original decision.

The panel may:

- uphold the original decision;
- substitute an alternative decision;
- refer the matter back to the Headteacher for reconsideration in light of its findings.

The panel's decision will be confirmed in writing, normally within five working days, and will be final.

Appeals where the original decision was made by the CEO

Where the original decision was made by the CEO, the appeal will be heard by a panel of three members of the Trust Board (or a committee established by the Board for this purpose) who have had no previous involvement in the matter.

The panel will normally be advised by the Trust's HR adviser.

The panel will review the decision against the grounds of appeal set out above and may uphold the original decision, substitute an alternative decision or refer the matter back to the CEO for reconsideration.

The panel's decision will be confirmed in writing, normally within five working days, and will be final.

Pay protection

Where a teacher's salary is reduced as a result of a staffing or organisational change initiated by the school/CDAT, and not as a consequence of disciplinary action, capability procedures, or at the employee's request, salary safeguarding arrangements will apply in accordance with the provisions of the School Teachers' Pay and Conditions Document (STPCD), where applicable.

During any safeguarding period, the employee will receive salary protection at the safeguarded level, subject to the requirements of the STPCD and any associated duties that may reasonably be required. There is an expectation that the safeguarded sum will require the teacher to take on responsibilities equal to the value of the original responsibilities throughout the safeguarding period.

The Trust reserves the right to review safeguarded salary arrangements where there is a subsequent change to the employee's role, responsibilities, working pattern or contractual status.

Employees will be notified in writing of any safeguarding arrangements, including the value and duration of the safeguarded salary and the date on which the safeguarding period will end.

Part Time

Teachers employed on an ongoing basis at a CDAT school, but who work less than a full working week are deemed to be part-time.

Part time teaching staff on the Main or Upper Pay Ranges are remunerated in accordance with a standard mechanism used to determine their pay, i.e. on the basis of working 195 days and 1265 hours (STP&CD) and by comparison with the school's timetabled teaching week (STTW). For example, hours are recorded notionally as 32.5 for full time. Teachers working less than full time, will have hours recorded proportionately, i.e. $0.5 \text{ fte} \times 32.5 = 16.25$ hours. Entitlement to PPA time is pro-rata to full-time teachers.

STTW includes the school's session hours timetabled for teaching, including PPA time and non-contact time. The STTW excludes break times, registration and assemblies, although these remain part of directed time hours.

CDAT may require all staff to attend all five INSET days. Where INSET days are scheduled, staff will be expected to attend in line with their pro-rata entitlement, however you may be expected to attend all five days subject to organisational requirements. CDAT will provide either payment or TOIL for any INSET attendance that exceeds an individual's pro-rata requirement. INSET arrangements are organised by the school and will be published in advance to support staff planning.

Career Management

An employee may submit a written request to change their role and/or responsibilities within the scope of this policy, including, but not limited to, the relinquishment of a Teaching and Learning Responsibility (TLR) payment or stepping down from a leadership post or from the upper pay scale.

Requests should be submitted in writing to the Headteacher (or, in the case of the Headteacher, the CEO) and will be considered on an individual basis. No decision will be made without consultation with the Trust's HR Adviser.

In determining any request, the Trust will consider the specific circumstances of the case, including the operational needs of the school, the continued effectiveness and success of the school, and the potential impact on the learning, progress and outcomes of pupils. The Trust reserves the right to approve or decline a request where it is considered necessary to maintain effective leadership, management and educational provision.

Equality Statement

CDAT is committed to ensuring equality, fairness and consistency in the application of this Pay Policy and will comply with its obligations under the Equality Act 2010.

Pay decisions will be made objectively, transparently and without discrimination, so that no one is disadvantaged on the grounds of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation, or any other protected characteristic.

Monitoring

The Trust Board will monitor the operation and outcomes of this Pay Policy on a regular basis to ensure that pay decisions are applied consistently, fairly, transparently and in accordance with statutory requirements and the Trust's commitment to equality of opportunity.

The Trust may undertake occasional analysis of pay decisions, including starting salaries, pay progression, allowances, recruitment and retention payments, and leadership pay, to identify any unintended disparities or adverse impact on particular groups of employees.

This policy will be reviewed annually, or sooner where changes to legislation, national pay and conditions, or Trust arrangements require it.