

PAY POLICY

Summary

This purpose of this policy is to establish clear guidelines for employee compensation, ensuring fairness and consistency across the Trust. It outlines the criteria for salary determination, adjustments, and benefits, aiming to attract, retain, and motivate employees while maintaining compliance with legal and regulatory standards.



If you are unsure about the validity of the content of this policy please refer to the Policy Owner

Please Note: This policy is applicable to All Employees within the Group.

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Approved by

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Approval Committee	Board of Trustees
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Version Control

Control No.	Change summary	Consultation Group	Effective date
V4	Policy format revised for clarity and consistency. Updated for STPCD 2024, including removal of mandatory PRP for MPR/UQT. Pay progression principles aligned across staff groups. UPR section consolidated with revised cycle and criteria. New allowances section and UPR criteria table added.	ELT JCC People Partners	23/05/25
V4	Updated to include 'Our Commitment' statement; replaced "performance-based" with "PDR-based" progression; removed 1-year accelerated UPR progression route; clarified that UPR and TLR roles must be distinct; added academies to Academic Leadership pay bands; clarified pay increment timescales and backdating; strengthened governance roles and pay monitoring.	HRWC	20/06/25
V5	Updated executive, leadership, support staff and teacher pay ranges with 2025 national pay awards.	CFO People Partners	01/09/2025

V5.1	Targeted amendments to bring the pay policy 2025-2026 fully in line with the Academy Trust Handbook (ATH) 2025 in respect of executive pay decision making, governance and oversight.	ELT HRWC JCC	03/10/2025
V5.2	Section 9 - Added clarification that each Executive Pay Band comprises a five-point salary range and removed reference to performance rating. Added reference that the bottom of the Executive Pay Range (E1) is equivalent to Leadership Scale Point L25. Removed reference to ESFA as subsumed into DfE.	ELT HRWC	31/10/2025

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1. Our Commitment

This policy supports the Trust's mission to ensure all our children and young people are prepared to learn for life by empowering, motivating and enabling all staff to be the best they can be. It reflects our commitment to the Nolan Principles of public life - selflessness, integrity, objectivity, accountability, openness, honesty and leadership - and to advancing equality, eliminating discrimination and fostering positive relationships in line with the Public Sector Equality Duty. Through our people policies, we aim to create a culture where every colleague is supported to thrive, so that every child can achieve their full potential and be prepared for the future.

2. Policy Statement

At Eastern Multi-Academy Trust (EMAT), we are committed to a fair, transparent, and consistent Pay Policy that recognises all employees as valued professionals. Our approach to pay progression is designed to support recruitment, retention, development, and recognition of staff who contribute to our vision for inclusive, high-quality education and services.

Pay progression is informed by engagement in the Professional Development Review (PDR) process, which supports professional growth and alignment with Trust priorities. For teachers, the policy reflects the latest national guidance, including the 2024 School Teachers' Pay and Conditions Document (STPCD), which removed mandatory performance-related progression for the Main and Unqualified Pay Ranges. The Trust has retained PDR-based progression for teachers on the Upper Pay Range (UPR), as outlined in this policy.

This policy also supports strategic workforce and financial planning, ensures compliance with relevant employment law, and aims to minimise the risk of grievance or discrimination. It aligns with:

- The School Teachers' Review Body (STRB) recommendations;
- The School Teachers' Pay and Conditions Document (STPCD);
- National Joint Council (NJC) agreements for local government employees;
- Trust Board decisions on Executive and Leadership pay.

All decisions made under this policy are in accordance with the Trust's Articles of Association and the requirements of the Department of Education (DfE).

We are committed to equal opportunities and comply with all applicable employment and equality legislation. The Trust monitors the application of this policy to ensure it is fair, consistent, and free from direct or indirect discrimination.

3. Scope and Application

This policy applies to:

- All Teachers (teaching terms and conditions);
- All Support Staff (support staff terms and conditions);
- All Leadership roles (leadership terms and conditions);
- All Executive roles (executive terms and conditions);
- Relevant contract workers engaged for casual or fixed-term work.

The Policy provides a framework for consistent, evidence-based pay decisions and has been developed in consultation with recognised trade unions. It complies with the School Teachers' Pay and Conditions Document (STPCD) and the National Joint Council (NJC) Green Book, which sets out the national agreement on pay and conditions of service for local government employees. The policy and supporting documents are available on our HR system ('Neo People') and on our website: [Eastern Multi Academy Trust - Policies](#).

4. Roles and Responsibilities

Trust Board:

- Approves this policy and any pay decisions not delegated;
- Approves Executive pay following recommendation by HRWC;
- The full Trust Board retains ultimate responsibility for approving all Executive pay decisions. No individual may participate in decisions relating to their own remuneration. All such decisions will be fully minuted and supported by appropriate benchmarking and justification.
- Hears Executive pay appeals.

Academy Committee Members (Governors)

- Support the implementation of the Pay Policy at academy level by promoting fairness and transparency in pay-related processes (e.g. UPR applications, TLR allocation).
- Governors are not involved in individual pay decisions but may seek assurance from Principals on consistency and alignment with Trust policy.

Chief Executive Officer (CEO):

- Makes pay decisions for all non-executive roles under delegated authority;
- Leads policy development and submits proposals to the Trust Board;
- Oversees fair implementation and budgetary alignment of the Pay Policy;
- CEO approves pay decisions, subject to moderation and oversight (with Executive pay decisions ratified by HRWC and the Board).

Director of People:

- Implements and manages the Pay Policy;
- Supports the CEO in preparing reports and pay recommendations;
- Handles pay appeals alongside the Director of Education (or relevant Executive Director).

Principals / Line Managers:

- Support staff development and manage performance;
- Make timely and evidence-based pay recommendations;
- Ensure fair and consistent management practices;
- Use information systems to support pay decisions.

People Services:

- Administer pay terms and provide advice on contracts and workforce planning;
- Support line managers and provide data for monitoring and decision-making;
- Ensure confidentiality and staff awareness of the Pay Policy.

Employees:

- Understand their pay and terms of employment;
- Actively participate in the PDR process;
- ~~Raise any pay concerns appropriately;~~
- Submit claims promptly.
- Check payslips promptly and raise any pay or claim discrepancies within two month of issue.
- Access and use relevant policy information.

5. Pay Reviews & Determinations (Incremental Progression Only)

We conduct annual incremental pay reviews for all employees to ensure progression decisions are fair, consistent, and aligned with contractual terms and national guidance. These reviews relate solely to movement within pay scales and do not include nationally determined pay awards or cost-of-living uplifts, which are applied separately when confirmed.

- **Teachers:** Reviews take effect from 1 September, with a target confirmation date of 31 October. Written statements confirming salary and any financial benefits are issued by 30 November.
- **Support Staff:** Reviews take effect from 1 July, with a target confirmation date of 30 September. Written statements are issued by 31 October.
- **Executive and Leadership Roles:** Reviews take effect from 1 September, with a target confirmation date of 31 December. Written statements are issued by 31 January.

To support transparency and consistency, the table below summarises how pay progression is applied across different staff groups within the Trust, highlighting key principles and eligibility conditions.

Staff Group	Progression Type	Conditions for Withholding
MPR/UQT	Automatic	Capability or disciplinary procedures
UPR	PDR-based	Considered every 2 years, once eligible
Leadership	PDR-based	Based on PDR and objectives
Executive	PDR-based	Based on strategic impact
Support	PDR-based	Based on role expectations and PDR

Additional reviews may occur when there are significant and sustained change to a role or responsibilities. All pay progression decisions are made in line with the Equal Pay Act 1970, Equality Act 2010, and applicable terms and conditions.

6. Teachers' Pay

6.1 Pay on Appointment

When appointing a teacher, the Principal will determine the appropriate pay range for the role, in line with the academy's staffing structure, budget, and development priorities. This must be approved by CFO, Director of People, and the Director of Education prior to advertisement.

The Principal will then determine the successful candidate's starting salary within that range, taking into account experience, qualifications, and internal equity. Pay ranges for teachers are provided in Appendix A.

6.2 Pay Progression

This section should be read in conjunction with the Professional Development Review (PDR) Policy, which provides a structured approach to reflection, feedback, and professional development for all teachers.

Unqualified and Main Pay Ranges:

In line with the STPCD 2024, teachers on the Unqualified and Main Pay Ranges are entitled to annual pay progression, unless:

- They are subject to a formal capability procedure, or;
- They have an active formal disciplinary sanction in place.

While progression is no longer performance-related for these ranges, active engagement in the PDR process remains a core professional responsibility. The process supports continued growth, clarity of expectations, and the maintenance of high teaching standards across the Trust.

Moderation and Fairness:

To ensure fairness and consistency across the Trust, moderation will verify eligibility for progression in line with national terms, identify any exceptions (e.g. formal capability cases). Final pay decisions are made by the Director of Education (or delegated leader), with oversight from the CEO and executive team, and reported to the Trust Board via the relevant committee.

6.4 Early Career Teachers (ECTs)

ECTs complete a two-year statutory induction programme:

- At the end of Year 1, pay progression should normally occur based on satisfactory completion of the first year of induction, unless the ECT is subject to formal capability procedures or disciplinary action;
- Final decisions will be evidence-informed by induction outcomes and aligned with the Pay Policy.

6.6 Upper Pay Range (UPR)

Teachers may apply for progression to the Upper Pay Range (UPR) by demonstrating sustained, high-quality teaching practice and a broader professional contribution, as outlined in Appendix B.

Progression Principles

Progression within the UPR is not automatic. The Trust has chosen to retain PDR-related progression for UPR teachers, reflecting the sustained and wider impact expected at this career stage:

- Teachers may be considered for pay progression every two academic years, to allow time to evidence a sustained and substantial contribution to pupils, colleagues, and the wider academy or Trust community;
- Eligibility requires full engagement in the Professional Development Review (PDR) process, including completion of Talent and Performance Snapshots via Trinity in both years;
- Teachers must meet or exceed expectations for their career stage, demonstrate high standards of teaching and learning, and receive a final PDR rating of 'Achieving' or higher in both years.

Progression May Be Withheld Where:

- The teacher is subject to formal capability or disciplinary procedures;
- There is unresolved underperformance or failure to meet agreed objectives without valid mitigation;
- The teacher has not meaningfully engaged in the PDR process.

Moderation and Fairness:

All UPR pay decisions will be evidence-informed and take account of performance across the two-year cycle. Final decisions will be made by the CEO, informed by moderation and advice from executive team to ensure fairness and consistency across the Trust.

Teachers will receive feedback and appropriate support throughout the PDR cycle to aid their development and future progression.

For full eligibility and progression criteria, see Appendix B: Movement to the Upper Pay Range.

6.7 Evidence for Pay Decisions

For teachers on the MPR and Unqualified Teacher Range, pay progression should occur automatically unless formal capability or disciplinary procedures apply. However, the Trust continues to use professional development evidence (e.g. feedback, objectives, observations, CPD engagement) to support growth, development conversations, and career progression (e.g. applications to UPR or leadership roles).

Where a teacher fails to engage meaningfully in the PDR process without valid reason, this may be addressed initially through informal discussion and support. However, continued failure to engage may constitute a breach of professional responsibilities and could result in disciplinary action, in line with the Trust's Disciplinary Policy.

For teachers on UPR and the Leadership Pay Range, pay progression remains PDR-informed. Evidence considered may include:

- Progress towards agreed objectives;
- Contribution to pupil outcomes (in context and across groups);
- Professional conduct and collaborative behaviours;
- Leadership impact and contribution to Trust priorities;
- Engagement in professional development and reflective practice;
- Feedback from peers, leaders, or students (where applicable).

Performance will never be judged solely on outcomes from a single group of pupils. The Trust takes a balanced, developmental view of impact and contribution.

6.8 Part-Time Teachers

Part-time teachers are paid on a pro-rata basis in line with the STPCD. A written statement will confirm their pay calculation and working time obligations, using the standard comparison with a full-time timetable.

6.9 Short Notice and Supply Teachers

Short-term or supply teachers employed directly by the Trust will be:

- Paid on a daily basis based on a 195-day academic year;
- Paid pro-rata for part days in line with STPCD provisions.

6.10 Cost of Living Adjustments

Cost of living pay uplifts for teachers are determined annually through national negotiations and applied in line with the Burgundy Book and the School Teachers' Pay and Conditions Document (STPCD).

These uplifts are effective from 1 September each year but may be confirmed and implemented at a later date, once national agreements are finalised. In such cases, any adjustments will typically be backdated to the effective date. These uplifts are separate from incremental (spine point) progression and do not affect the right to request a review of individual pay decisions.

Where progression decisions are confirmed after the effective date, any resulting pay changes will be backdated to align with contractual entitlements, unless otherwise stated.

7. Support Staff and Senior Management Pay

7.1 Pay on Appointment

Support staff posts are assigned to a grade and pay range based on:

- The Trust's Job Evaluation Scheme and/or job matching to nationally evaluated profiles;
- Relevant benchmarking and internal pay structures.

For academy-based roles, the Principal determines the pay range for a vacancy, in consultation with CFO, Director of People, and the Director of Education. For central services roles (excluding Executive and Director-level posts), the CEO determines the appropriate grade and range.

Starting salaries are set within the approved range based on the candidate's qualifications, experience, and internal equity.

7.2 Apprenticeships and Pay

The Trust supports apprenticeships for both new entrants and existing employees. Pay for apprentices is determined as follows:

- Upskilling Existing Staff: Where the role remains unchanged and core responsibilities are fulfilled, pay aligns with the evaluated grade for the role;
- Recruited as Apprentices: Where a post is specifically designated as an apprenticeship and includes structured learning as part of the role profile, pay follows the government's approved apprenticeship pay frameworks.

This distinction ensures fairness and transparency in compensation.

7.3 Pay Progression Linked to the PDR Process

This section should be read alongside the Trust's Professional Development Review (PDR) Policy.

All support staff participate in a structured PDR cycle that supports personal development, sets clear role expectations, and provides regular feedback on performance. The PDR process informs decisions about annual pay progression within an employee's grade.

To be eligible for progression, support staff must:

- Actively engage in the full PDR cycle, including goal setting, mid-year check-ins, and end-of-year reviews;
- Receive a final performance rating of 'Achieving' or higher in their end-of-year review;
- Complete all required Talent and Performance Snapshots via Trinity (the Trust's performance system).

Meet the core expectations of their role, including behaviours, competencies, and values-aligned conduct

Pay progression will not occur within the first six months of employment and is subject to successful completion of any probationary period.

Pay progression is not automatic. It may be withheld where:

- There is evidence of underperformance not yet resolved through informal support;
- A formal performance improvement plan is in place;
- A formal disciplinary sanction is active;
- There has been insufficient engagement in the PDR process;
- Agreed objectives have not been met and no appropriate mitigation has been accepted.

Support staff will receive timely feedback and appropriate support where concerns arise. Pay recommendations are evidence-based, moderated, and in line with Trust policies and values.

7.4 Pay Grades and Progression Framework

Support staff pay grades are determined by the Trust's pay and grading structure, which includes:

- Spinal Column Points (SCPs) from the National Joint Council (NJC) scale;
- Extended grades (M–P) for senior management roles beyond NJC SCP 43, based on external benchmarking and internal job evaluation or matching;
- Grades B–L apply to standard support roles;
- Grades M–P apply to senior management roles not covered by the Executive pay scale.

Progression within each grade is PDR-based and continues until the top of the grade is reached, subject to the criteria set out above.

7.5 Moderation and Decision-Making

Moderation of support staff PDR outcomes is led by the Director of People and the CEO to ensure fairness and consistency across all academies and central functions.

Final pay progression decisions are made by Principals (or relevant line managers in Central Services), in line with the Trust's Scheme of Delegation, and are reported to the relevant Trust Board Committee for oversight.

7.6 Cost of Living Adjustments

Support Staff:

Cost of living pay uplifts for support staff are determined through national negotiations in line with the National Joint Council (NJC) Green Book and are subject to Trust Board approval. These uplifts are effective from 1 April each year but may be implemented at a later date depending on the timing of national agreements. Where applicable, uplifts will be backdated to the effective date. These adjustments are separate from any local incremental progression and do not affect the right to request a review of individual pay decisions.

Senior Management (Non-Executive):

Pay uplifts for senior support staff generally follow NJC terms but may vary subject to Trust Board approval. The Trust regularly reviews senior management pay to ensure alignment with benchmarking data and comparable roles in similar organisations.

8. Leadership Pay

This section applies to academic leadership roles, including:

- Principals (including Executive Principals);
- Vice, Deputy, and Assistant Principals;
- School Improvement Directors.

8.1 Pay Determination on Appointment

Pay for leadership roles is determined in accordance with the School Teachers' Pay and Conditions Document (STPCD) and the Trust's internal leadership pay framework.

Principal Appointments:

- The academy's group size is calculated by People Services using the STPCD formula;
- The CEO and Director of Education determine a pay range within the appropriate group, prior to advertising;
- The starting salary is set within the advertised range at the point of appointment, based on experience, responsibilities, and market conditions.

8.2 Other Leadership Appointments

The CEO determines the pay range and starting salary for other leadership roles in line with the budget, workforce plan, and strategic needs of the Trust. All salaries are confirmed prior to advertising and align with the Trust's principles of fairness, transparency, and market awareness.

8.3 Pay Progression Linked to the PDR Process

This section should be read in conjunction with the Professional Development Review (PDR) Policy.

Leadership staff engage in a structured cycle of professional development and performance

conversations. The outcomes of this process inform pay progression decisions, which are based on sustained high standards of leadership, contribution and impact.

To be eligible for progression, leaders must:

- Participate fully in the PDR process, including completing performance and talent snapshots in Trinity;
- Receive a final rating of 'Achieving' or higher in their end-of-year review;
- Demonstrate progress against agreed objectives, including leadership behaviours and measurable strategic impact;
- Make a significant and sustained contribution to pupil outcomes, school improvement, team development, and Trust-wide priorities.

Pay progression for leadership staff is not automatic. It may be withheld where:

- There is evidence of underperformance not yet resolved through informal support;
- A formal performance improvement plan is in place;
- A formal disciplinary sanction is active;
- There is a failure to meaningfully engage in the PDR process;
- Objectives have not been met and no sufficient mitigating factors have been provided.

Leaders will receive timely support, feedback and clear expectations where concerns arise. Pay recommendations will be evidence-based, subject to internal moderation, and made in line with the Trust's values and approach to fair and consistent pay decisions.

8.4 Moderation and Decision-Making

Moderation of leadership performance outcomes and pay recommendations is conducted by the CEO and executive team to ensure fairness, consistency and alignment with strategic priorities. Final pay decisions are made by the relevant committee of the Trust Board based on:

- Moderation outcomes;
- CEO and Director of Education recommendations;
- Evidence of impact, contribution and alignment with Trust priorities and values.

8.5 Evidence for Pay Progression

Leadership pay decisions will be based on a balanced view of professional impact. Evidence may include:

- PDR documentation, including Talent and Performance Snapshots;
- Progress against strategic, leadership, and school improvement objectives;
- Academy and Trust performance indicators;
- Feedback from stakeholders, governors, or peers;
- Contribution to Trust-wide initiatives, working groups and professional/leadership development of others.

Performance will be assessed in the round, with consideration given to contextual factors and long-term impact.

8.6 Cost of Living Adjustments

Annual cost-of-living pay uplifts are applied separately from PDR-based progression and are determined in line with:

- The School Teachers' Pay and Conditions Document (STPCD), where applicable;
- DfE funding guidance;
- Trust Board ratification.

These uplifts are effective from 1 September each year but may be confirmed and implemented later, once national pay awards are finalised. Where this occurs, any uplift will typically be backdated to the effective date. These adjustments ensure leadership salaries remain competitive and financially sustainable and do not affect the assessment of individual pay progression.

9. Executive Pay

This section applies to the Trust's Executive Leadership Team, including:

- Chief Executive Officer (CEO);
- Chief Finance Officer (CFO);
- Director of Education;
- Director of People.

These roles carry senior strategic and operational responsibility for the overall success of the Trust.

9.1 Pay Determination on Appointment

The Trust Board determines the pay range for all Executive posts. Pay levels are set to attract and retain high-calibre leaders, while ensuring alignment with:

- The complexity, scale, and responsibilities of the role;
- Market benchmarks from comparable multi-academy trusts;
- National guidance, including from the DfE;
- The Trust's internal grading framework Job Evaluation Scheme (Croner JERS), and mapping to approved Executive Pay Bands.

Each Executive Pay Band comprises a five-point salary range, allowing for progression within the band based on experience, performance, and scope of responsibility.

Starting salaries are set within the approved range based on qualifications, experience, and the evaluated scope of the role. All Executive pay decisions must be supported by job evaluation and benchmarking evidence, ensuring they are equitable, transparent, and defensible.

All decisions on Executive pay are recorded, evidence-based, and subject to independent oversight by the HT & Wellbeing Committee.

9.2 Pay Progression Linked to the PDR Process

This section should be read in conjunction with the Trust's Professional Development Review (PDR) Policy.

Executives participate in an annual PDR cycle designed to support personal leadership growth, enhance organisational impact, and ensure transparent and evidence-informed decision-making.

Pay progression within the Executive pay range is considered annually with effect from 1 September. Progression is not automatic and is based on the following criteria:

- Full and meaningful engagement in the PDR process, including objective setting, mid-year check-ins, and end-of-year review;
- Demonstrable progress toward, or completion of, agreed strategic and operational objectives;
- A clear contribution to the Trust's values, governance, and strategic development priorities.

Progression may be withheld where:

- There is evidence of underperformance not yet resolved through informal support;

- A formal performance improvement plan is in place;
- A formal disciplinary sanction is active;
- The individual has failed to engage meaningfully in the PDR process;
- Strategic objectives are unmet and mitigation is not accepted.

Executive PDR outcomes are moderated, documented through the Trust’s performance system, and reported to the Board as part of the annual review and pay determination process.

9.3 Decision-Making Process

- The CEO’s performance is reviewed by a panel of Trustees, supported by an independent advisor where appropriate. Pay recommendations are submitted to the full Trust Board for approval.
- The performance of other Executives is reviewed by the CEO, with pay recommendations submitted to the HR & Wellbeing Committee for consideration and ratified by the full Trust Board.
- All pay proposals must include clear benchmarking evidence*, comparator data, and rationale for the position within the approved pay range. Decisions must demonstrate that pay levels are reasonable, defensible, and proportionate to the Trust’s scale and complexity, as required by the Academy Trust Handbook 2025 (para. 2.27–2.28).
- No individual may participate in discussions or decisions relating to their own remuneration. All such decisions must be fully minuted, supported by appropriate benchmarking and job evaluation evidence, and retained for audit.

**Further detail on the Executive Salary Benchmarking Framework can be found on Appendix D.*

9.4 Governance and Oversight

All Executive pay decisions are made in line with the Trust’s governance procedures and subject to formal approval by the Trust Board. Decisions are:

- Transparent, documented, and evidence based;
- Informed by benchmarking data, internal equity, and external market conditions;
- Made with due regard to the Trust’s strategic objectives, financial context, and public accountability.
- Executive Cost of Living pay awards will not normally increase faster than national teacher pay awards, unless exceptional circumstances are documented and justified in writing. Any deviation must be supported by external salary benchmarking and approved by the full Board.
- All Executive pay decisions are subject to potential review or challenge by the Department of Education (DfE). The Trust will maintain full documentation, benchmarking data, and Board minutes to ensure defensibility and transparency under public and regulatory scrutiny.

The Trust Board ensures compliance with DfE guidance, including the “High Pay” and “Value for Money” principles, and maintains full records to support transparency, challenge, and assurance. The Executive Pay Policy is reviewed periodically to ensure fairness, alignment with national trends, and responsiveness to changing organisational needs.

9.5 Cost of Living Adjustments

The Trust reviews Executive pay annually in line with national and sector pay movements. Any cost-of-living adjustment will normally mirror the national teachers’ pay award.

The bottom of the Executive Pay Range (Band E1) is set at a level equivalent to scale point L25 of the national Leadership Pay Range, providing a clear point of reference and proportionality between Executive and academy leadership pay structures.

Any awards will be proportionate, justifiable, and aligned with the Trust’s principles of fairness, value for money, and public accountability. Uplifts are typically effective from 1 September, but may be implemented at a later date following Board approval. These adjustments are separate from performance-related pay decisions and do not affect the right to request a review of individual remuneration.

Adjustments to Executive pay ranges will be considered only where supported by external benchmarking and approved by the Board to ensure fairness, transparency, and compliance with the Academy Trust Handbook 2025.

10. General Principles

- The Trust recognises the National Joint Council (NJC) conditions of service for support staff, including shift allowances, overtime rates, and payments for work on bank holidays.
- The Trust offers salary sacrifice schemes (e.g. cycle to work) in line with HMRC guidance, allowing eligible staff to exchange part of their salary for approved non-cash benefits.
- Pay progression funding is allocated annually as part of the Trust’s budget planning process, ensuring progression is financially sustainable and deliverable.
- All employees will be paid in accordance with the terms and conditions of their contract, aligned with national frameworks and Trust-approved pay structures.
- Employees are responsible for checking their payslips and ensuring that all overtime claims or enhanced payments are submitted within two months of the work is completed and within the same financial year. Late or retrospective claims will not normally be accepted.

11. Recruitment and Retention Allowances (R&R)

These allowances are discretionary payments made to attract or retain teachers and support staff where recruitment or retention difficulties exist. They are not pensionable and must be time-limited, typically up to 2 years. R&R allowances may be offered where there is:

- A demonstrable difficulty in recruiting to a post (e.g. repeated failed campaigns);
- A known shortage of suitably qualified staff in a subject area or role;
- A significant risk of losing staff with critical skills or leadership experience;
- A requirement to match verified external offers to retain key talent.

11.1 Eligibility:

Staff Group	Eligible?	Notes
Teacher (Main/UPR)	Yes	Must follow STPCD rules. Cannot be applied to Principals, VPs, or APs.
Support Staff	Yes	Applicable only for specialist and/or business critical roles as defined by the Trust. Requires consistency, justification, and equity.
Leadership	No	Not permitted under STPCD. Alternative incentives (e.g. career development) should be considered.

11.2 Principles for application:

- R&R payments must be time-limited (typically up to 2 years).
- They must not be consolidated into base pay.
- Any continuation beyond the agreed period must be formally reviewed and re-approved.
- A consistent approach across the Trust is required to ensure fairness and mitigate equal pay risks.
- All recruitment and retention allowances must be supported by a written business case and

approved by the Director of People and Chief Financial Officer.

- Where applied to leadership or senior roles, the full Board must be notified to ensure transparency and compliance with the Academy Trust Handbook 2025 requirement for proportionality in total remuneration.

11.3 R&R Justification Matrix:

To guide consistent decision-making and determine allowance value.

Factor	Low Weighting (£500 - £1,500)	Medium Weighting (£1,501 - £3,000)	High Weighting (£3,001 - £5,000)
Recruitment difficulty (e.g. subject shortage)	Role advertised once with low response	Multiple failed campaigns (>3)	National shortage subject or niche skillset
Impact on school performance	Minimal	Moderate – affects team operations	High – role critical to pupil outcomes
Risk of leaving (retention)	Low risk	Competitor interest but no offer	Active external offer or resignation withdrawn
Market comparison	Comparable to local market	Slightly below benchmark	Significantly below market rate
Role scarcity or uniqueness	Commonly filled role	Requires specialist experience	Nationally scarce expertise
Leadership decision discretion	Optional enhancement	Recommended by panel/SLT	Executive-level request

11.4 Support Staff R&R Framework

To ensure fairness and parity with teaching staff, the same decision-making matrix (based on recruitment difficulty, role impact, etc.) should be applied when considering R&R allowances for support staff.

Equity Check – Teaching Pay Parity:

- As a rule, the R&R allowance should not exceed the same percentage of base salary that would apply to a teacher on the Upper Pay Range receiving a £3,000 allowance;
- This equates to no more than 6–8% of the employee’s base salary.

When to Consider Higher Awards:

- Where the role is:
- Business-critical and hard to recruit;
- In a skill-shortage area (e.g. IT/Digital specialist, site officer, finance specialist);
- Subject to verifiable external market competition.

All support staff R&R allowances must be:

- Justified using the same matrix as teaching roles;
- Applied using the same principles in section 10.2.

11.5 Duration and Review

- Maximum duration: 2 years (renewable with justification).
- Clear start and end date in contract or offer letter.
- Reviewed at end of year 1 to determine continuation or tapering off.
- Must be recorded in the academy’s single central record of pay decisions.

12. Honorarium Payments

Honorariums are discretionary one-off, non-pensionable payments made in recognition of specific, time-limited contributions outside the scope of the employee's contracted duties, for example:

- Exceptional contributions beyond the scope of their normal role;
- Temporary undertaking of higher-level duties not covered by acting-up or secondment arrangements;
- Specific, time-limited tasks delivered outside of contracted responsibilities where no other payment mechanism applies.

Honorariums must not be used:

- As a substitute for performance-related pay (e.g. linked to appraisal outcomes or objectives);
- To pay for overtime (support staff on term-time contracts should be paid through overtime/TOIL);
- As a recurring monthly payment unless under exceptional, documented circumstances.

12.1 Eligibility:

Staff Group	Eligible?	Notes
Teacher (Main/UPR)	Yes (rarely)	Must not duplicate pay progression or TLR/UPR recognition.
Support Staff	Yes	Only where additional duties are above grade and not regular.
Leadership	Only in exceptional circumstances	Should be handled with additional scrutiny.

12.2 Honorarium Principles

- Should be approved by both the Director of People and CFO (or delegated authority).
- Should be documented with clear rationale, duties undertaken, and time period.
- Must be taxed via payroll (non-pensionable).
- Should not create expectation of recurring payment or future entitlement.
- Should be paid after the completion of the duties (unless phased payment is agreed under exceptional circumstances).
- Honorarium payments will be pro-rated for part-time employees to ensure equity and compliance with the Part-Time Workers Regulations.

12.3 When Honorariums May Be Used:

Scenario	Honorarium Appropriate?
Voluntarily taking on a discrete, time-limited project, in addition to their usual role responsibilities	Yes
Covering part of a more senior role for a limited time (but not fully acting-up)	Yes (if less than 4 weeks)
Regular extra duties over an extended period (e.g. 3+ months)	No – consider acting-up
Excellent performance in annual review	No – normal salary covers this
Support staff delivering CPD or training in addition to role	Yes (case-by-case)
Additional work where overtime applies	No – use OT or TOIL

12.4 Honorarium Value Matrix:

Level of Responsibility/Impact	Duration of Additional Work	Suggested Honorarium Range	Examples
Low – minor administrative support or short task	<1 week	£50 - £100	Compiling event materials, short-term support task

Moderate – project ownership or public representation	1–4 weeks	£150 - £500	Delivering CPD, coordinating Ofsted readiness
High – leading trust-wide task or assuming key role aspects	4–8 weeks (non-recurring)	£500 - £1,000	Leading time-limited working group, acting as interim team lead
Exceptional – unique, high-stakes contribution	One-off	£1,000 - £2,000 (CEO Approval)	Representing Trust externally, critical incident resolution

Note: Where duties extend beyond 8 weeks or amount to a material change in role, an acting-up arrangement, secondment, or temporary contract variation is required.

12.5 Approval and Documentation

Line manager completes a “Contract Change” Form outlining:

- What was done, why it is outside normal duties, dates;
- Confirmation it was not covered by salary/overtime/other allowances;
- Must include Director of People and CFO approval before submission to payroll;
- Recorded on the employee’s file for audit and equity monitoring.

13. Expert Practitioners Allowance

Where used, the Expert Practitioner Allowance is a fixed annual payment awarded at the Trust’s discretion to designated teaching staff who take on a clearly defined Trust-wide improvement responsibility. This may include leading subject or phase-specific development, providing peer coaching, or driving curriculum innovation beyond their own academy. The allowance recognises impact and expertise demonstrated across multiple settings within the Trust.

This role enhances cross-academy collaboration and capacity-building in high-priority pedagogical areas, aligned with the Trust’s strategic education priorities (e.g. EYFS, phonics, maths mastery).

13.1 Eligibility

Criteria	Requirement
Role	Must be a qualified teacher with demonstrable excellence in practice.
Expertise	Must be evidenced through sustained impact, qualifications or results.
Scope / Remit	Responsibilities must extend beyond their academy and support multiple academies / Central Trust (e.g. networks, CPD, policy design).
Approval	Nominated by Principal and approved by Director of Education.
Impact	Evidence of contribution to school/Trust improvement objectives. Expectations must be documented and reviewed annually through Trinity.

All criteria must be met for the allowance to be awarded or renewed.

13.2 Allowance Value

A fixed allowance of £2,000 per annum (pro rata if part-year):

- Paid monthly as a separate non-consolidated allowance;
- Subject to annual review and continuation based on impact and need:
 - Not pensionable unless otherwise required by contractual arrangement;
 - This is a separate allowance from TLRs and R&R payments.

13.3 Key Responsibilities of Expert Practitioners

- Lead subject/phase network groups across the Trust.
- Coach and mentor colleagues in their area of expertise.
- Model outstanding teaching and share resources/methods.

- Develop or contribute to Trust-wide curriculum strategy.
- Support quality assurance processes or peer review visits.

13.4 Governance and Review

- Approved by Director of Education and Director of People (or delegated authority).
- Annual review of impact and alignment to Trust priorities.
- Can be withdrawn if role requirements are not met or strategic needs change (with appropriate notice).

14. TLR and SEN allowances

Overview (as per STPCD):

Allowance Type	Purpose
TLR1	Sustained leadership with significant line management responsibility
TLR2	Sustained responsibility not requiring significant line management
TLR3	Time-limited, project-based responsibilities
SEN	For teaching pupils with significant SEN needs or undertaking wider whole-academy SEN responsibilities as defined in (as defined in STPCD para 23)

See Appendix A for value ranges

14.1 General Rules (STPCD-derived, with Trust Clarification)

- Teachers may not hold more than one TLR1 or TLR2 concurrently, but may hold a TLR1 and a TLR3, or a TLR2 and a TLR3.
- TLRs must be based on a role, not a person, and must be advertised internally/externally if not temporary.
- TLR3s must be time-limited, with defined outcomes and review points.
- SEN allowances may only be paid where the teacher is primarily working with designated SEN pupils or undertaking whole-academy SEN responsibilities and meets the STPCD criteria.

14.2 TLR Application Framework

Guidance for Applying TLR1 vs TLR2:

Factor	TLR1	TLR2
Line management responsibility	Significant, e.g. department or phase	Minimal or none
Scope	Cross-phase or whole-school	Within a subject, phase, or small team
Sustainability	Ongoing/long-term	Ongoing/long-term
Leadership tier	Middle-to-senior leadership	Middle leadership
Decision-making	Strategic contribution	Tactical/operational focus
Example roles	Head of Department / Key Stage	Subject/Phase Leader, Curriculum Lead

Use TLR1 rarely and consistently - e.g. limited to large academies or where a formal middle leadership tier is required.

UPR teachers may be awarded a TLR only where the TLR responsibilities are clearly separate from, and in addition to, the core expectations of an experienced classroom teacher on the Upper Pay Range. TLRs must relate to specific leadership or management duties that go beyond the teacher's normal role, such as leading a subject area, managing staff, or developing whole-school initiatives. The Trust will not award a TLR for responsibilities that overlap with the contributions already expected of UPR teachers. This ensures fairness, clarity, and appropriate use of pay frameworks.

14.3 TLR3 Allocation Framework

Use for time-limited academy improvement projects or leadership of a defined initiative (e.g. curriculum development, digital strategy pilot, mentoring programme). All TLR3s must have:

- Written objectives and timeframe;
- Defined review/end date;
- Approval by Principal and Director of Education.

Impact Level	Scope	Duration	Suggested Range
Low	Single year group	1 – 2 terms	£675 - £1,000
Medium	Whole school phase	2 – 3 terms	£1,001 - £2,000
High	Cross-academy or Trust-wide	3+ terms	£2,001 - £3,344

14.4 SEN

SEN allowances depend on role complexity and pupil need. Most teachers will teach pupils with SEN; this alone does not qualify them for the allowance. To qualify for a SEN allowance the following criteria must be met:

- Teaching in a designated SEND provision (e.g. specialist unit);
- Role requires significant additional planning, assessment, and support beyond the mainstream expectation;
- Working primarily with pupils who have complex learning difficulties, EHCPs, or severe emotional/mental health needs;
- SENCOs may be eligible where the role includes whole-academy responsibilities, such as EHCP coordination, funding applications, and oversight of provision;
- Compliance with the mandatory qualification requirements as per the Special Educational Needs and Disability (Amendment) Regulations 2024.

14.5 Governance and Consistency

- All TLR and SEN decisions should be documented with role profiles, mapped to this framework, and recorded on the Trust's central HR and pay system.
- Principals must consult the People Services Team before introducing or revising any TLR/SEN role.
- Regular cross-academy audits should be conducted to ensure consistency and avoid pay anomalies.
- Academies must not exceed their agreed staffing budget without Executive approval.

15. Parental Leave and Pay Progression

The Trust is committed to ensuring fair and consistent treatment for employees who take maternity, adoption, shared parental, or other forms of parental leave. Absence should not disadvantage staff in the pay progression process. Where an employee has been absent for part or all of the review year:

- Managers may conduct a PDR conversation before the employee begins their leave and assess progress against objectives to date;
- The employee may submit evidence from the current or prior cycle to support their progression case;
- Managers may revise or defer objectives upon the employee's return, if appropriate, and consider a later review date;
- Where PDR evidence is limited due to absence, the Trust will take a supportive, developmental view.

Progression decisions will always take account of the length and impact of the absence on an employee's ability to meet objectives. The principle of equity, not disadvantage, will apply.

All such cases must be discussed with People Services for consistency and compliance.

16. Job Evaluation

The Trust uses a formal Job Evaluation Scheme to:

- Assign appropriate grades and pay ranges for new and existing roles;
- Maintain fairness, consistency, and compliance with Equal Pay legislation;
- Support career pathways and pay transparency.

Key Features:

- Roles are evaluated against a structured framework using objective criteria;
- A “career families” approach is used to group similar roles across the Trust;
- For senior management and leadership posts, external benchmarking is used to inform grading;
- NJC or STPCD guidance is followed where applicable.

When Job Evaluation Applies:

- New roles that cannot be matched to an existing evaluated post;
- Existing roles that have significantly changed;
- Roles subject to salary benchmarking or market testing;
- Roles where an employee requests a grade review due to significant changes.

Requests for re-evaluation must be supported by evidence of substantial role change. Reviews are completed by a designated People Partner and overseen by the Director of People.

17. Pay Appeals

The Trust is committed to ensuring that all pay decisions are fair, evidence-based, and transparent. Employees have the right to raise concerns or formally appeal pay decisions.

17.1 Informal Resolution (Stage 1)

Before initiating a formal appeal, employees are encouraged to:

- Request clarification on the pay decision;
- Discuss the matter with their line manager or a senior leader;
- Seek advice from People Services.

This step often resolves concerns without the need for escalation.

17.2 Formal Appeal (Stage 2)

If concerns are not resolved informally, employees may submit a formal pay appeal. Grounds for appeal may include:

- Belief that the policy was not applied fairly or correctly;
- Disagreement with the outcome based on the evidence submitted;
- Concerns of discrimination or bias in the decision-making process.

The appeal will be:

- Heard by a panel not involved in the original decision;
- Supported by a representative from People Services;
- Based on written submissions and, where appropriate, a meeting with the employee.

Outcomes will be confirmed in writing. The panel’s decision is final. Details of the process are provided in Appendix C – Pay Appeals Procedure.

18. Monitoring & Evaluation

The Trust is committed to monitoring the implementation and impact of this Pay Policy to ensure fairness, transparency, and legal compliance. The CEO, or their nominated representative, will:

- Monitor the outcomes of pay decisions annually, including progression rates and appeals;
- Provide a written report to the relevant Trust Board Committee on the operation of the policy;
- Share anonymised pay data and analysis with recognised trade unions through the Joint Consultative Committee (JCC) upon request;
- Review pay progression patterns by role, department, and protected characteristics to identify any disparities. Insights will inform future policy adjustments and targeted training for decision-makers;
- Recommend adjustments to the policy or its implementation if concerns or inconsistencies arise.
- An annual Executive Pay Review Report will be presented to the HR & Wellbeing Committee and full Board, confirming compliance with the Academy Trust Handbook 2025, including: the evidence base for all Executive pay decisions, benchmarking sources, rationale for any variances, and confirmation that increases have not exceeded teacher pay growth.
- All benchmarking data and supporting documentation will be retained for at least seven years as part of the Trust's remuneration assurance record.

This review process ensures the Trust continues to apply pay decisions in a consistent, evidence-based, and equitable way.

19. Document Retention

All pay and performance-related information will be:

- Held securely in line with UK GDPR and the Trust's Data Protection Policy;
- Stored within the Trust's HR Management Information System and payroll platform;
- Retained for a period of seven years following the end of employment, in line with legal and regulatory requirements.

Access to this data is restricted to authorised personnel. All records are treated as confidential and processed in accordance with EMAT's data processing protocols.

All data collected as part of the CPD and performance development review process will be handled in accordance with GDPR and the Trust's data protection policies.

20. Related Documents and Further Guidance

This policy is linked to the following policies and procedures:

- PDR Procedure and Guidance Documents;
- Performance Improvement Policy and Guidance Documents;
- Induction and Onboarding Policy;
- ECT Policy.

21. Appendices

- Appendix A – Pay Scales.
- Appendix B - Movement to UPR.
- Appendix C – Pay Appeals.
- Appendix D - Executive Salary Benchmarking Framework.

Appendix A: Pay Scales, Allowances and Payments – SUPPORT STAFF, MANAGEMENT & EXECUTIVE

NJC Pay Scale – Support Staff			
Grade	Scale Point	Per Annum*	Per Hour
B	2	£24,413	£12.65
C	3	£24,796	£12.85
	4	£25,185	£13.05
D	5	£25,583	£13.26
	6	£25,989	£13.47
E	7	£26,403	£13.69
	8	£26,824	£13.90
	9	£27,254	£14.13
	10	£27,694	£14.35
F	11	£28,142	£14.59
	12	£28,598	£14.82
	13	£29,064	£15.06
	14	£29,540	£15.31
	15	£30,024	£15.56
	16	£30,518	£15.82
	17	£31,022	£16.08
G	18	£31,537	£16.35
	19	£32,061	£16.62
	20	£32,597	£16.90
	21	£33,143	£17.18
	22	£33,699	£17.47
H	23	£34,434	£17.85
	24	£35,412	£18.35
	25	£36,363	£18.85
I	26	£37,280	£19.32
	27	£38,220	£19.81
	28	£39,152	£20.29
J	29	£39,862	£20.66
	30	£40,777	£21.14
	31	£41,771	£21.65
K	32	£42,839	£22.20
	33	£44,075	£22.85
	34	£45,091	£23.37
	35	£46,142	£23.92
	36	£47,181	£24.46
L	37	£48,226	£25.00
	38	£49,282	£25.54
	39	£50,269	£26.06
	40	£51,356	£26.62
	41	£52,413	£27.17
	42	£53,460	£27.71
	43	£54,495	£28.25

Senior Management (Not in Use – roles/criteria/JE to be defined)			
Grade	Scale Point	Per Annum*	Per Hour
M	44	£56,975	£29.53
	45	£58,114	£30.12
	46	£59,276	£30.73
	47	£60,462	£31.34
	48	£61,671	£31.97
	49	£62,905	£32.61
	N	49	£62,905
50		£63,546	£32.94
51		£64,195	£33.28
52		£64,850	£33.61
53		£65,511	£33.96
54		£66,179	£34.30
O		54	£66,179
	55	£66,854	£34.65
	56	£67,536	£35.01
	57	£68,224	£35.36
	58	£68,921	£35.73
	59	£69,624	£36.09
	60	£70,334	£36.46
P	60	£70,334	£36.46
	61	£71,051	£36.83
	62	£71,776	£37.20
	63	£72,508	£37.58
	64	£73,247	£37.97
	65	£73,994	£38.35

Executive Leadership		
Scale Point	Per Annum*	Per Hour
E1	£93,423	£48.43
E2	£95,588	£49.55
E3	£97,806	£50.70
E4	£100,075	£51.87
E5	£102,396	£53.08
E6	£104,772	£54.31
E7	£107,203	£55.57
E8	£109,691	£56.86
E9	£112,236	£58.18
E10	£114,839	£59.53
E11	£117,503	£60.91
E12	£120,229	£62.32
E13	£123,018	£63.77
E14	£125,872	£65.25
E15	£128,794	£66.76
E16	£131,780	£68.31
E17	£134,839	£69.89
E18	£137,966	£71.51
E19	£141,168	£73.17
E20	£144,442	£74.87
E21	£147,793	£76.61

Appendix A: Pay Scales, Allowances and Payments – TEACHING STAFF (STPCD aligned)

Unqualified Teachers		
Scale Point	Per Annum*	Per Hour
UNQ1	£22,601	£17.83
UNQ2	£25,193	£19.88
UNQ3	£27,785	£21.92
UNQ4	£30,071	£23.72
UNQ5	£32,667	£25.77
UNQ6	£35,259	£27.82

* FTE = 32.50 hours per week

Qualified Teachers		
Scale Point	Per Annum*	Per Hour
Main Pay Range:		
M1	£32,916	£25.97
M2	£34,823	£27.47
M3	£37,101	£29.27
M4	£39,556	£31.21
M5	£42,057	£33.18
M6	£45,352	£35.78
Upper Pay Range:		
UPR1	£47,472	£37.45
UPR2	£49,232	£38.84
UPR3	£51,048	£40.27

Allowances		
Allowance	Per Annum*	Per Hour
TLR1A	£10,174	N/A
TLR1B	£12,520	N/A
TLR1C	£14,866	N/A
TLR1D	£17,216	N/A
TLR2A	£3,527	N/A
TLR2B	£6,069	N/A
TLR2C	£8,611	N/A
TLR3 (MIN)	£702	N/A
TLR3 (MAX)	£3,478	N/A
SEN1	£2,787	N/A
SEN2	£4,142	N/A
SEN3	£5,497	N/A
NTP	n/a	£21.03

Appendix A: Pay Scales, Allowances and Payments – ACADEMIC LEADERSHIP (STPCD aligned)

Leadership	
Scale Point	Per Annum*
L1	£51,773
L2	£53,069
L3	£54,394
L4	£55,747
L5	£57,137
L6	£58,569
L7	£60,145
L8	£61,534
L9	£63,070
L10	£64,691
L11	£66,368
L12	£67,898
L13	£69,596
L14	£71,330
L15	£73,105
L16	£75,049
L17	£76,772
L18	£78,702
L19	£80,655
L20	£82,654
L21	£84,699
L22	£86,803
L23	£88,951
L24	£91,158
L25	£93,424
L26	£95,735
L27	£98,106
L28	£100,540
L29	£103,030
L30	£105,595
L31	£108,202
L32	£110,892
L33	£113,646
L34	£116,456
L35	£119,350
L36	£122,306
L37	£125,345
L38	£128,447
L39	£131,578
L40	£134,860
L41	£138,230
L42	£141,693
L43	£143,796

Group	Spine Point Range	Salary Range	EMAT Academies
1	L6-L18	£58,569 - £77,924	
2	L8-L21	£61,534 - £83,860	EMN & STH / GLA / UPW / HJS
3	L11-L24	£66,368 - £90,255	ADM & RAL / EGA / NEA / NOR / NWT
4	L14-L27	£71,330 - £97,136	
5	L18-L31	£78,702 - £107,131	KLA
6	L21-L35	£84,699 - £118,169	
7	L24-L39	£91,158 - £130,274	
8	L28-L43	£100,540 - £143,796	

Appendix B: Movement to the Upper Pay Range (UPR)

Eligibility for Application

To be eligible to apply for movement from the Main Pay Range (MPR) to the Upper Pay Range (UPR), a teacher must:

- Be at the top of the Main Pay Range;
- Be employed in the same or a comparable role within the Trust, with no break in service;
- Demonstrate sustained and substantial performance over time, including a broader professional contribution beyond their own classroom.

Applications may be submitted annually, in line with the Trust's published timeline.

Application Process

- **Submit Application**

Teachers should complete a written application using the Trust's UPR Form in Trinity. The application must include:

- A summary of recent performance and development;
- Evidence of meeting the Teachers' Standards at a sustained and embedded level;
- Evidence of broader contribution to the academy or Trust (e.g. mentoring others, leading CPD, curriculum development).

- **Review and Recommendation**

The Principal will:

- Reviews the application and PDR records in Trinity;
- Confirm whether the criteria are met;
- Make a written recommendation to the CEO (via the Director of Education).

Decision and Notification

- The CEO makes the final decision, informed by moderation and advice from the Director of Education and the executive team.
- The outcome will be confirmed in writing.
- If unsuccessful, constructive feedback and development support will be provided.

Assessment Criteria

A successful application will demonstrate that the teacher:

- Has maintained a highly competent level of performance over a sustained period;
- Has made a broader contribution to the academy and/or Trust that positively impacts the learning and development of others;
- Consistently meets and embeds the Teachers' Standards across all relevant domains.

Evidence will be drawn from:

- The teacher's Professional Development Review (PDR) documentation;
- Professional engagement and wider contribution logs;
- Feedback from leaders, peers, or stakeholders (where applicable).

The Trust will apply a holistic and evidence-informed judgement in all UPR decisions.

Unsuccessful applicants may reapply in future cycles.

Appendix B: Upper Pay Range Progression Criteria

Progression to the Upper Pay Range (UPR) is not automatic. Eligible teachers may apply, but progression is awarded only where there is clear evidence of sustained and substantial contribution, as outlined below.

The final decision rests at the discretion of the Principal, based on a balanced judgement of whether the teacher meets all criteria. This assessment will draw on evidence from the Professional Development Review (PDR) process.

Teachers may apply annually in line with the published Trust timeline.

Note: Where a teacher disagrees with the outcome of their application, they may request feedback and, if necessary, raise a formal appeal under the Pay Appeals Procedure (see Appendix C).

1. Professional attributes

- Make a significant contribution to developing and implementing workplace policies and practice.
- Promote and model collective responsibility across the team or wider school community.
- Act as a role model for professionalism and trust values in day-to-day practice.

2. Professional knowledge and understanding

- Demonstrate expert knowledge of a range of teaching, learning and behaviour strategies, and how to personalise learning to support the success of all pupils.
- Have a secure understanding of assessment approaches, including public examinations and qualification requirements relevant to the curriculum area(s) taught.
- Maintain up-to-date knowledge of curriculum specifications and their suitability to different learner needs.
- Show advanced subject/curriculum expertise, including how knowledge and understanding progress within and across key stages.
- Apply professional judgement in supporting the development and wellbeing of children and young people, and provide advice to others where appropriate.

3. Professional Skills

- Plan and deliver flexible, creative, and well-sequenced learning that meets the needs of diverse learners and reflects current curriculum developments.
- Consistently secure strong pupil outcomes, with learners making progress that is good or better than that of similar pupils nationally.
- Collaborate effectively within teams and across the wider school, contributing to a positive and productive working culture.
- Support the development of others by sharing expertise, coaching or mentoring colleagues, modelling effective teaching, and offering constructive feedback.

Appendix B: Upper Pay Range Progression Criteria (cont'd)

The following table provides an overview of what post threshold teachers should aspire to in order to reach UPR and to progress up the scale (none of these activities should be connected to a TLR).

UPR1	UPR2	UPR3
Accepted professional	Established professional	Senior and leading professional
<p>Consistently good teaching and developing outstanding professional practice</p> <p>Will regularly support activities over and above the teaching role</p> <p>Most pupils will make good progress</p> <p>Will take an enthusiastic and proactive role in the academy</p> <p>Performance Management objectives met each year</p> <p>Demonstrate and model good practice within own classes for other members of staff</p> <p>Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice and providing advice and feedback especially with those new or returning to the profession</p> <p>Evaluate and develop the planning and delivery of the curriculum by contributing to schemes of work and developing and sharing resources for use within the department</p>	<p><i>Over a sustained period:</i></p> <p>Consistently good teaching and increasingly outstanding professional practice</p> <p>Will lead activities</p> <p>Some pupils will exceed good progress</p> <p>Will take enthusiastic and proactive roles in the academy</p> <p>Performance Management objectives met each year</p> <p>Will demonstrate and model good practice for other members of staff and contribute to policy and practice which has improved teaching and learning across the academy</p> <p>Contribute to the professional development of colleagues across the academy through coaching and mentoring, demonstrating effective practice and providing advice and feedback enabling teachers to improve their teaching practice</p> <p>Leading staff development sessions within the Academy</p> <p>Evaluate and develop the planning and delivery of the curriculum across the academy, taking the lead on schemes of work and developing resources; collaborative working across the Trust</p>	<p><i>Over a sustained period:</i></p> <p>Consistently good teaching and regularly outstanding teaching and professional practice</p> <p>Will create, develop and lead activities</p> <p>Over a sustained period, many pupils will exceed good progress</p> <p>Will take an enthusiastic and proactive role within the academy/Trust and with wider stakeholders</p> <p>Challenging performance management objectives met each year</p> <p>Acting as coach and mentor to staff to good or better and/or lead on the development of policy and practice which will improve teaching and learning across the academy</p> <p>Contribute to the professional development of colleagues across the academy and/or wider Trust through coaching and mentoring, demonstrating effective practice, and providing advice and feedback; moving teachers to Good or Outstanding teaching</p> <p>Leading staff development sessions across the Trust</p> <p>Evaluate and develop the planning and delivery of the curriculum across the academy and/or wider Trust; taking the lead on schemes of work and developing resources which can be used across the Trust</p>

Appendix C: Pay Appeals

Purpose

- This procedure provides a fair, transparent, and structured process for employees who wish to appeal a pay decision.

Informal Resolution (Stage 1)

- Employees are encouraged to discuss concerns with their Line Manager or Principal as early as possible. This informal discussion may resolve issues without the need for a formal appeal.
- People Services can support informal discussions to clarify the basis of pay decisions and how policy was applied.

Formal Appeal (Stage 2)

- If informal resolution is not successful, the employee may submit a written appeal. This must:
- Be made within 10 working days of receiving written notification of the pay decision;
- Clearly state the grounds for appeal (e.g. incorrect application of policy, insufficient consideration of evidence, or concerns of bias/discrimination).

Appeal Hearing

- An appeal hearing will be arranged within 20 working days of receiving the written appeal. The panel will:
- Consist of individuals not involved in the original decision;
- Be supported by a member of People Services;
- Consider written evidence and offer the employee the opportunity to present their case;
- The employee may be accompanied by a trade union representative or colleague.

Decision

- The panel's decision will be:
- Confirmed in writing within five working days of the hearing;
- Final, with no further right of appeal under this procedure;
- All appeals will be logged and monitored to ensure consistency and identify any systemic concerns.

Appendix D: Executive Salary Benchmarking Framework

Purpose

This appendix establishes the framework and principles for benchmarking Executive salaries within Eastern Multi-Academy Trust (EMAT), ensuring all remuneration decisions are transparent, evidence-based, proportionate, and defensible under the Academy Trust Handbook 2025.

1. Scope

This framework applies to all Executive roles within EMAT, including:

- Chief Executive Officer (CEO)
- Chief Finance Officer (CFO)
- Director of Education
- Director of People
- Any future Executive Director-level posts reporting directly to the CEO or Trust Board.

2. Principles

All Executive benchmarking activity will adhere to the following principles:

Principle	Application
Evidence-based	All executive pay proposals must be supported by independent, verifiable benchmarking data from reputable sources.
Comparable Cohorts	Comparator groups must reflect Trusts of similar scale, pupil numbers, geographic cost base, and structural complexity.
Defensibility	Pay levels must be demonstrably reasonable and defensible under DfE scrutiny, supported by documentation and rationale.
Proportionality	Annual Executive pay increases must not exceed national teacher pay awards unless exceptional, justified, and approved by the full Board.
Transparency	All benchmarking data and related decisions must be documented, minuted, and retained for a minimum of seven years.
Regularity and Review	Benchmarking will be refreshed at least every three years, or earlier if the Trust undergoes significant growth, reorganisation, or market change.

3. Data Sources and Methodology

- External data sources will include:
 - CST/Brightmine Executive Salary Survey (annual)
 - Croner Education Sector Reports
 - CIPD Pay Surveys
 - Regional or national datasets for comparable MATs, if available
- Internal data will include:
 - Job Evaluation Scheme (JES) outcomes (Croner JERS) mapped to the Trust's Executive Pay Bands to ensure consistency and equity between role weighting and remuneration.
 - Organisational size, turnover, pupil numbers, and academy count.

Each Executive role will be benchmarked using a three-point reference range:

- Lower Quartile (25th percentile)

- Median (50th percentile)
- Upper Quartile (75th percentile)

Pay placement within this range will depend on performance, scope, experience, qualifications, and affordability, ensuring internal equity and external competitiveness.

4. Benchmarking Process

- The Director of People coordinates the benchmarking process annually (typically each summer term).
- The CEO reviews and validates the analysis with the CFO.
- The HR & Wellbeing Committee reviews benchmarking outcomes and makes recommendations to the full Board.

The full Board approves any adjustments to Executive pay, supported by a documented rationale and benchmarking evidence.

All decisions must be recorded in the minutes and form part of the Executive Pay Review Report presented annually.

5. Reporting and Assurance

An Executive Pay Benchmarking Summary will be included within the annual Executive Pay Review Report to Trustees. It will detail:

- Current salary vs. benchmark median and quartiles
- Position within range (e.g. lower quartile, median)
- % variance from STRB teacher pay award
- JES score and evaluation summary
- Rationale for any variance or deviation

This report provides the Board with assurance that Executive pay decisions:

- Comply with Academy Trust Handbook 2025 clauses 2.27–2.29;
- Align with EMAT Pay Policy Sections 9.3–9.5;
- Are supported by robust data and transparent governance.

6. Record Retention and Audit

All benchmarking data, reports, and associated documentation will be retained securely for a minimum of seven years in line with EMAT's Data Protection and Document Retention Policy. These records form part of the Trust's remuneration assurance evidence for both internal and DfE audit.

7. Review Cycle

This appendix and methodology will be reviewed every three years, or sooner if:

- There are changes to DfE guidance;
- The Trust undergoes structural growth or reorganisation;
- Market data indicates material changes in sector pay trends.