



The Golden Thread Alliance

Pay Policy

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This policy has been adopted by all schools within The Golden Thread Alliance.

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1 Introduction

- 1.1 The Golden Thread Alliance Trust Board has adopted the policy set out in this document to provide a clear framework for the management of pay and grading issues for all staff employed in The Golden Thread Alliance.
- 1.2 The Golden Thread Alliance Trust Board is committed to taking decisions in accordance with the 'key principles of public life': objectivity, openness and accountability. It recognises the requirement for a fair and transparent policy to determine the pay and grading for all staff

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employed in The Golden Thread Alliance, which takes account of the conditions of service under which staff are employed and relevant statutory requirements.

- 1.3 The Golden Thread Alliance Trust Board recognises its responsibilities under relevant legislation including the Equality Act 2010, the Employment Relations Act 1999, the Part –time Workers (Prevention of Less Favourable Treatment) Regulations 2000, the Fixed-Term Employees (Prevention of Less Favourable Treatment) Regulations 2002, and will ensure that all pay related decisions are taken equitably and fairly in compliance with statutory requirements.
- 1.4 This policy is based on a whole Trust approach to pay issues. Pay decisions will take account of the resources available to The Golden Thread Alliance. The school staffing structures will support the school improvement plans. The Golden Thread Alliance Trust Board will exercise its discretionary powers using fair, transparent and objective criteria in order to secure a consistent approach in Trust pay decisions.
- 1.5 The Golden Thread Alliance Trust Board recognises the requirement that all pay progression decisions for all teaching staff must be linked to annual appraisal of performance. The procedures set out in this policy seek to ensure that this is achieved in a fair, equitable and transparent way.
- 1.6 This policy has been agreed by The Golden Thread Alliance Trust Board following consultation with staff and the recognised trade unions. Any subsequent changes will also be subject to further consultation before amendment by the board. The People and Development Committee will have authority to take decisions on behalf of The Golden Thread Alliance Trust Board on matters explicitly delegated and detailed within the adopted Trust Scheme of Delegation. The remit for this Committee is attached as Appendix 1.
- 1.7 The school staffing structures are published separately. Any subsequent changes to the staffing structures will be subject to consultation.

2 Aims of the Policy

- 2.1 The Golden Thread Alliance Trust Board aims to use The Golden Thread Alliance pay policy to:
 - Maintain and improve the quality of teaching and learning;
 - Support the school improvement plans;
 - Ensure that all staff are valued and appropriately rewarded for their work contribution;
 - Ensure staff are well motivated, supported by positive recruitment and retention policies and staff development;
 - Demonstrate that decisions on pay are fair and equitable and recognise the principle of equal pay for like work and work of equal value;
 - Provide flexibility to recognise individual staff performance linked to pay decisions.

- 2.2 The Golden Thread Alliance Trust Board will also consider advice issued by the Department for Education, recognised trade unions and other national bodies as appropriate, along with relevant statutory legislation.

3 Job Roles and Responsibilities

- 3.1 All members of staff will be provided with a job description outlining the roles and responsibilities of the post. This will also include the pay range.
- 3.2 Any significant changes to duties and responsibilities of a post will be subject to discussion with the member of staff with a view to reaching agreement. Where there is a significant change in duties and responsibilities of a post, a new job description will be issued.
- 3.3 Where the staffing structure of the school needs to be changed, resulting in broader changes to roles and responsibilities, this will be the subject of consultation with staff and the recognised trade unions. Consultation will take place before any changes are made and with a view to seeking to agree the changes before new job descriptions are issued.

4 Pay Assessment and Pay Review

- 4.1 The Golden Thread Alliance Trust Board will ensure that every teacher's salary is reviewed on an annual basis with effect from 1st September, no later than 31st October.
- 4.2 The teacher's appraisal report will contain a recommendation on pay. The Headteacher will be responsible for submitting any recommendations for pay progression, in accordance with the relevant sections of this policy, to the Chief Executive Officer/Chief Financial Officer who will present all recommendations to the People and Development Committee.
- 4.3 All teachers will be entitled to receive an annual pay statement including details of any salary and financial benefits to which they are entitled, including any salary safeguarding arrangements that may apply.
- 4.4 A review may occur at other times where there has been a significant change affecting an individual teacher's pay. A revised written statement will be issued to the teacher in such circumstances, including any salary safeguarding arrangements that may apply.
- 4.5 The Golden Thread Alliance Trust Board will also ensure an annual review of all support staff salaries by 31st October of each year.

5 Recruitment

Teaching Staff

- 5.1 Advertisements for vacant posts in the school will be considered by the Headteacher and Senior Leadership Team where appropriate. All posts will be advertised either internally or externally, locally or nationally as appropriate according to the due process laid down.
- 5.2 The advertisement will include the relevant pay band for the post from the range of bands determined by The Golden Thread Alliance Senior Leadership Team as appropriate for the post and as contained in the relevant section of this pay policy. The advertisement will specify the expected level of skills and experience for appropriate candidates relevant to the post. The advertisement will also include details of any additional payments or allowances applicable to the post.
- 5.3 Where an applicant does not meet the criteria for the level of post advertised within the school pay structure, but the post would otherwise prove difficult to fill, the Headteacher in conjunction with the Chief Executive Officer, may appoint at a lower level but also consider a recruitment payment in accordance with the school policy set out in section 9.4.
- 5.4 Where the post is on a temporary basis, the advertisement will specify the reason for and duration of the post.
- 5.5 Within the framework of relevant statutory legislation, the advertisement may also include reference to any underrepresentation within the school to encourage applications from any disadvantaged and underrepresented groups.

Support Staff

- 5.6 The arrangements for advertising vacancies for support staff will mirror those for teaching staff and leadership. Advertisements will indicate the number of working hours and working weeks and will show the appropriate salary and grade as determined.

6 Teaching Staff Pay

In The Golden Thread Alliance all teaching staff are employed in accordance with the provisions of the School Teachers Pay and Conditions Document. When reviewing pay scales in the future, The Golden Thread Alliance Trust Board will have regard to any changes to national pay bands contained within the School Teachers' Pay and Conditions Document. The following pay arrangements have been agreed by The Golden Thread Alliance Trust Board using the flexibilities contained within the School Teachers' Pay and Conditions Document.

The Golden Thread Alliance Trust Board will consider any recommended pay awards agreed nationally and will decide annually on whether these should be applied to the pay ranges detailed in this policy.

6.1 The Golden Thread Alliance Executive Staff

6.1.1 Chief Executive Officer

The Chief Executive Officer will be paid a fixed salary with no cost-of-living allowance and not linked to inflationary pressures. This is to be reviewed every 2-3 years to ensure it is competitive and there will be no automatic increase in this fixed salary. A discretionary performance bonus of up to 3% may be recommended by the Chief Executive Officer Review Panel and approved by the Board of Trustees. Performance reviews take place every six months against set objectives. Trustees will use Pay in Education (or a similar organisation) for benchmarking purposes.

6.1.2 Director of Education

The Director of Education will be paid on the leadership range. Performance and progression within the range will be reviewed by the Chief Executive Officer and the Chair of the Curriculum and Standards Committee (Trustee) and any recommendation(s) approved by the Board of Trustees. Performance reviews will take place every six months against set objectives. The Chief Executive Officer and Trustees will use Pay in Education (or a similar organisation) for benchmarking purposes.

6.1.3 Chief Financial Officer

The Chief Financial Officer will be paid on the Kent Scheme. Performance and progression will be in line with the Kent Scheme and will be reviewed by the Chief Executive Officer and the Chair of the Finance, Audit and Risk Committee (Trustee) and any recommendation(s) approved by the Board of Trustees. Performance reviews will take place every six months against set objectives. The Chief Executive Officer and Trustees will use Pay in Education (or a similar organisation) for benchmarking purposes.

Executive remuneration must not increase at a faster rate than that of the academy trust's teachers, unless there is a clear justification for it to do so. Where the academy trust considers there is a justification, it will seek approval in advance from the DfE.

For new appointments where remuneration exceeds £174,000, or the pro rata equivalent for part-time staff, or performance-related pay above £25,000, approval from the DfE will be obtained before the post is advertised.

6.2 **Headteacher**

6.2.1 The Golden Thread Alliance Trust Board will assign a seven-point Individual School Range based on the school group size, as determined by the School Teachers' Pay and Conditions Document.

6.2.2 On appointment the Headteacher will be appointed on one of the first 4 points on the Individual School Range.

6.2.3 Progression on the Individual School Range for the Headteacher will be subject to a review of the Headteacher's performance set against the annual appraisal review. The Golden Thread Alliance Trust Board may decide to award one increment for sustained high-quality performance or two

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increments where performance has been exceptional. Where performance has not been of a sustained high quality The Golden Thread Alliance Trust Board may decide that there should be no pay progression. The pay review for the Headteacher will be completed by 31st October.

6.2.4 The Golden Thread Alliance Trust Board will ensure that reasons for setting the Individual Salary Range at a given level are recorded and that the process for the determination of the Headteacher's salary is fair and transparent.

6.2.5 **Discretionary payments to the Headteacher**

The Golden Thread Alliance Trust Board may consider a discretionary payment not exceeding 25% of the Headteacher's salary, as determined above, for reasons not already considered in determining the Individual School Range, and which may include:

- the school is a school causing concern;
- without such additional payment The Golden Thread Alliance Trust Board considers that the school would have substantial difficulty filling a vacant Headteacher post
- without such additional payment The Golden Thread Alliance Trust Board considers the school would have substantial difficulty retaining the existing Head; or
- the Head is appointed as a temporary Head of one or more additional schools.

6.3 **Other Leadership Posts**

6.3.1 The Golden Thread Alliance Trust Board will determine a 5 point pay range for all other leadership posts from within the leadership scale contained in the School Teachers' Pay and Conditions Document.

6.3.2 The range for individual posts will be determined according to the duties and responsibilities of the post and may vary between posts. A post with a designated deputy role in the absence of the Headteacher will be remunerated accordingly above the range for other leadership posts.

6.3.3 The Golden Thread Alliance Trust Board will ensure that there is no overlap of pay points between the Headteacher and any other leadership post of each school.

6.3.4 On appointment, a teacher paid on the leadership scale will be appointed on one of the first 3 points on the pay range.

6.3.5 The pay range for teachers paid on the leadership spine will be reviewed in September or at any time during the year where there is a significant permanent change in the duties and responsibilities of the post, or where it is necessary to consider a retention payment for a member of staff on the leadership spine.

6.3.6 Progression on the pay range for a member of staff paid on the leadership scale will be subject to a review of their performance set against the annual appraisal review. The Golden Thread Alliance

Trust Board may decide to award one increment for sustained high quality performance or two increments where performance has been exceptional. Where performance has not been of a sustained high quality The Golden Thread Alliance Trust Board may decide that there should be no pay progression. The pay review will be completed by 31st October.

6.4 Other Posts paid above the Classroom Teacher Scale – Leading Practitioners

- 6.4.1 The Golden Thread Alliance Trust Board may also establish other teaching posts paid above the Upper Pay Spine. These posts will carry responsibility for modelling and leading the improvement of teaching skills across the school.
- 6.4.2 The pay range for these posts will be within the minimum and maximum of the range for Leading Practitioners contained within the School Teachers' Pay and Conditions Document and will be determined by the role and range of responsibility of each post, which may vary across the schools.
- 6.4.3 Each post will be paid at a fixed point within the minimum and maximum range contained within the School Teachers' Pay and Conditions Document.
- 6.4.4 The starting salary for an appointment to a post on the Leading Practitioner pay range will be determined by The Golden Thread Alliance Trust Board and take account of the teacher's skills and experience.
- 6.4.5 Progression on the pay range for a member of staff paid on the Leading Practitioner pay range will be subject to a review of performance set against the annual appraisal review. The Golden Thread Alliance Trust Board may decide to award one increment for sustained high-quality performance or two increments where performance has been exceptional. Where performance has not been of a sustained high quality The Golden Thread Alliance Trust Board may decide that there should be no pay progression. The pay review will be completed by 31st October.

6.5 Main Scale and Upper Pay Range Teachers

- 6.5.1 The Golden Thread Alliance Trust Board will establish posts paid in accordance with the minimum and maximum points for such posts as determined by the School Teachers' Pay and Conditions Document.
- 6.5.2 The Golden Thread Alliance Trust Board has established a pay structure for these posts. Please see Appendix 5 (Fringe Schools) or Appendix 6 (Non-Fringe Schools).

6.6 Pay Progression

- 6.6.1 Pay progression will be subject to a review of the teacher's performance set against the annual appraisal review and the Teachers' Standards. Career stage expectations are shown in Appendix 2. The Golden Thread Alliance Trust Board may decide to award one increment for sustained high-quality performance in line with school expectations or two increments where performance has

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exceeded school expectations.. The Golden Thread Alliance will ensure that people who have been absent for a period of time are not inappropriately disadvantaged in terms of salary progress.

A one increment award should therefore be given to any teacher who is currently on or had been on maternity leave/shared parental leave, extended sick leave or family leave at the time the assessment is due or being reviewed, unless there is evidence from before and/or after their period of absence which contradicts this.

6.7 Accelerated Pay Progression

6.7.1 The Golden Thread Alliance Trust Board has determined that normally pay progression will be by annual increments. However, where a teacher's performance has been of a sustained high quality, exceeding school expectations at that level, The Golden Thread Alliance Trust Board may award accelerated progression (of up to two increments) within the band. Progression to the next band will be subject to the criteria for the higher band being met as set out in the previous paragraphs of this section of the policy.

6.8 Appointments

6.8.1 A newly appointed teacher will usually be appointed at any pay point to take account of a teacher's previous salary and/or relevant experience as determined by the Headteacher.

6.8.2 The initial salary on appointment may be on a probationary basis and subject to performance. This may be reviewed after six months, after which time the relevant pay point will be finalised. The revised salary / pay range will be no lower than the initial salary on appointment.

6.8.3 A teacher transferring roles internally within the school will continue to be paid the same salary point on the main scale or the Upper Pay Scale as paid in the previous role, but the value of that point may change dependent on if the school is Fringe or Non-Fringe.

6.9 Application to move onto the Upper Pay Range

6.9.1 Any qualified teacher may apply to be paid on the upper pay range. It is the responsibility of the teacher to decide whether or not they wish to apply. When submitting an application, evidence should be provided to demonstrate how the career stage expectations (Appendix 2) have been met, and the Threshold Application (Appendix 3) should be submitted.

6.9.2 A teacher may only submit one application in each academic year for progression to the upper pay range. In The Golden Thread Alliance, the deadline for submitting an application is 30th September.

6.9.3 For an application to be successful the teacher will need to demonstrate that they meet all the Teachers' Standards for teachers on the upper pay range. The teacher will also need to

demonstrate that they have been working at that level for a significant period of at least 1 term prior to the submission of the application.

6.9.4 As defined in the School Teachers' Pay and Conditions Document, a teacher being considered for a move onto the Upper Pay Range must therefore be able to demonstrate:

- the teacher is highly competent in all elements of the relevant standards; and
- the teacher's achievements and contribution to the school are substantial and sustained.

6.9.5 An application for progression to the upper pay range will be assessed by the Headteacher and quality assured by the Director of Education. In assessing the application, the Headteacher will have regard to the outcome of the two most recent appraisal reviews and the evidence submitted in line with appendices 2 and 3. The decision will be notified to the teacher within 20 working days.

6.9.6 If unsuccessful the teacher will be provided with feedback by the Headteacher.

6.9.7 Any appeal against the decision, which should be submitted within 10 working days, will be considered in line with the school's pay appeals procedure.

6.9.8 **Moving up the upper pay range**

Progression through the upper pay range is not automatic. Teachers can only progress if their performance has been reviewed and they are highly competent and have made a substantial and sustained contribution to the school.

Teachers should normally spend two years on each upper pay scale point before being considered for pay progression. **Progression to the next point on the upper pay range will be based on two successful consecutive annual performance management reviews and the Threshold Application (Appendix 3) should be completed to provide supporting evidence and demonstrate how the career stage expectations (Appendix 2) have been met.**

An application for progression through the upper pay range will be assessed by the Headteacher and quality assured by the Director of Education. In assessing the application, the Headteacher will have regard to the outcome of the two most recent appraisal reviews and the evidence submitted in line with appendices 2 and 3. The decision will be notified to the teacher within 20 working days.

6.10 **Unqualified Teachers**

6.10.1 The Golden Thread Alliance Trust Board will appoint unqualified teachers to a salary within the range set out in the School Teachers' Pay and Conditions Document.

6.10.2 **Early Years Foundation Stage Teaching Certificate**

Teaching staff who hold an Early Years Foundation Stage (EYFS) Teaching Certificate will be paid according to the Unqualified Teacher pay scale.

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- 6.10.3 The Golden Thread Alliance Trust Board has determined that this should be a 6-point scale. Please see Appendix 5 (Fringe Schools) or Appendix 6 (Non-Fringe Schools).
- 6.10.4 A newly appointed unqualified teacher will usually be appointed no higher than the second point in the scale determined by the Headteacher. The initial salary on appointment may be on a probationary basis and subject to performance. This may be reviewed after six months, after which time the pay band and relevant pay point will be finalised. The revised salary / pay range will be no lower than the initial salary on appointment.
- 6.10.5 Progression within the range will be subject to a review of the teacher's performance set against the annual appraisal review and the appropriate Teachers' Standards. The Golden Thread Alliance Trust Board may decide to award one increment for sustained high-quality performance or two increments where performance has been exceptional. Where performance has not been of a sustained high quality The Golden Thread Alliance Trust Board may decide that there should be no pay progression. In such circumstances where a teacher's performance is not at the required level this will be addressed through the school's appraisal and possibly capability procedure.
- 6.10.6 The pay review will be completed by 31st October.
- 6.10.7 Where an unqualified teacher obtains qualified teacher status whilst employed by The Golden Thread Alliance, they will transfer to the relevant pay band for qualified teachers at a salary at least equivalent to the salary they were being paid as an unqualified teacher.
- 6.10.8 The Golden Thread Alliance Trust Board may pay additional allowances to an unqualified teacher where; the teacher has either:
- taken on a sustained additional responsibility which is focused on teaching and learning and requires the exercise of a teacher's professional skill and judgement; or
 - gained qualifications or experience which bring added value to the role being undertaken.

7 Supply Teachers

- 7.1 Teachers employed on a short notice or supply basis will have their pay determined in line with the arrangements outlined in this policy for other teachers. Teachers paid on a daily basis will have their salary assessed as an annual amount, divided by 195. For temporary teachers on short notice this will be multiplied by the number of days to be worked.
- 7.2 Teachers who work less than a full day will be hourly paid and will have their salary calculated by dividing the annual salary by 1072 to give an hourly rate.
- 7.3 A short notice teacher who is employed by The Golden Thread Alliance throughout a consecutive period of 12 months will not be paid any more in respect of that period than they would have if they had been in regular employment throughout the period.

8 Part Time Teachers

- 8.1 The Golden Thread Alliance Trust Board will ensure that part-time teachers' pay and working time will be dealt with in accordance with the School Teachers' Pay and Conditions Document. Pay scales and pay progression will be as detailed earlier in this policy.
- 8.2 Part-time teachers will be entitled to be paid for their contractual hours pro rata to a full-time teacher and will also be entitled to PPA time, other non-contact time and directed time allocated on a pro rata basis.

9 Allowances

9.1 Teaching and Learning Responsibility Payments (TLRs)

- 9.1.1 TLR Payments will be awarded to the holders of the posts indicated in the school's staffing structure.
- 9.1.2 TLR Payments will be awarded to a teacher on the main scale or upper pay scale where a teacher is required to undertake a sustained additional responsibility within the school's staffing structure for ensuring the continued delivery of high-quality teaching and learning for which they are accountable.

i.e. where a post:

- is focused on teaching and learning;
- requires the exercise of a teacher's professional skills and judgment;
- requires the teacher to lead, manage and develop a subject or curriculum area; or to lead and manage pupil development across the curriculum;
- has an impact on the educational progress of pupils other than the teacher's assigned classes or groups of pupils; and
- involves leading, developing and enhancing the teaching practice of others.

- 9.1.3 The Golden Thread Alliance Trust Board will award TLR responsibility payments within the range prescribed in the School Teacher's Pay and Conditions Document. The Golden Thread Alliance Trust Board has determined that TLR payments will be as follows:

	MIN	MAX
TLR1	£10,531	£17,819
TLR2	£3,651	£8,913
TLR3 FIXED TERM	£727	£3,600

- 9.1.4 A teacher will not be awarded more than one TLR1 or TLR2 concurrently.

- 9.1.5 A TLR Payment will not be awarded in respect of teaching duties more appropriately recognised under section 9.2 of this policy in respect of Special Educational Needs.

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9.1.6 The Headteacher may award a temporary TLR (TLR3) payment of between £727 to £3,600 to a post requiring additional duties for a time limited period for a specific project identified as a priority within the school development plan or other substantial school improvement projects or exceptional one off externally driven responsibilities.

9.1.7 The value of any temporary TLR3 will be determined within the above range on an individual basis according to the complexity and level of responsibility of the role.

9.1.8 The duration of such temporary TLR3 payments would normally not exceed 3 years after which time they will be reviewed and may be extended if appropriate.

9.1.9 There will be no safeguarding of any temporary TLR3 payments.

9.2 **Special Educational Needs (SEN)**

9.2.1 The Golden Thread Alliance Trust Board will award a SEN Allowance to a classroom teacher in the following circumstances:

- in any Special Educational Needs post that requires a mandatory Special Educational Needs Qualification;
- who teaches pupils in one or more designated special classes or units in the school;
- in any non-designated setting (including any pupil referral unit) that is analogous to a designated special class or unit where the post
 - (i) involves a substantial element of working directly with children with special educational needs;
 - (ii) requires the exercise of a teacher's professional skills and judgment in the teaching of children with special educational needs;
 - (iii) has a greater level of involvement in the teaching of children with special educational needs than is the normal requirement of teachers throughout the school or unit within the school.

9.2.2 The Golden Thread Alliance Trust Board will determine a spot value for each post, taking account of the structure for Special Educational Needs provision in the school and:

- whether any mandatory qualifications are required for the post;
- the qualifications and expertise of the teacher relevant to the post; **and**
- the relative demands of the post.

9.2.3 The value of any SEN allowance in the school will be within the range prescribed in the School Teachers' Pay and Conditions Document (£2,885 – £5,690).

9.3 **Acting Allowances**

- 9.3.1 Teachers who cover all the duties associated with a post of a higher grade or allowance than their own for a period of at least 4 weeks will be considered for payment of an acting allowance. This will normally be the difference between the teacher's substantive salary and the appropriate point on the pay range of the higher-level post and will cover the whole period of acting up during which the teacher will be expected to undertake the full range of duties and responsibilities of the post.

9.4 **Recruitment and Retention**

- 9.4.1 The Golden Thread Alliance Trust Board may, on the advice of the Headteacher, consider the award of a recruitment and retention payment where there is clearly demonstrated evidence that such a payment is:

- required to attract suitable candidates for a post which it has been, or it is considered difficult to fill; or
- required to retain the skills and expertise of a teacher, particularly in a specialist area or where it is considered that the subsequent vacancy would be difficult to fill.
- to recognise a teacher's performance which exceeds the school's expectations, and which is not recognised through accelerated salary progression in other sections in this policy.

- 9.4.2 The value of any recruitment or retention payment will be determined according to the circumstances of each case but will take into account salary relativities across the school structure and known staffing changes in the future and would normally be within the range £500 – £3,000.

- 9.4.3 The duration of the payment will be determined according to the circumstances of the payment. Initially this may be for a period of one year but will be subject to annual review which may extend the period if appropriate.

- 9.4.4 Normally a recruitment or retention payment will be financial, but where appropriate, The Golden Thread Alliance Trust Board may consider other benefits e.g., relocation expenses, health care, sports membership, childcare provision etc.

9.5 **Out of School Learning Activities**

- 9.5.1 Teachers and support staff who undertake agreed voluntary learning activities outside the normal school day, and whose salary range does not take account of such activity may be entitled to an additional payment. The Chief Executive Officer, advised by the Headteacher, will consider each case individually before the activity takes place. Such activities may include:

- Holiday revision groups
- Summer Schools
- Saturday morning booster classes
- Study support groups

9.5.2 The rate of payment is outlined below:

Support Staff – £34 per hour

UNQ – £38 per hour

M1, M2, M3 – £42 per hour

M4, M5, M6 – £47 per hour

U1, U2, U3 and above – £60 per hour

All after school clubs (NOT extended services) and curriculum activities will be paid at £14 per hour for teachers and support staff if the club is not expected to be run as part of directed hours.

Directed time is when teachers are directed by their Headteacher to be available for work. This is a maximum of 1,265 hours per academic year, spread over 195 days.

Colleagues who accompany pupils on residential trips are eligible to receive time off in lieu (TOIL) in recognition of the additional hours worked.

For residential trips of 4 days or more, colleagues will be entitled to one full day of TOIL. For residential trips of 3 days or less excluding weekends, colleagues will be entitled to half a day of TOIL.

For residential trips of 3 days or less including weekends, colleagues will be entitled to one full day of TOIL.

TOIL must be taken at a mutually agreed time, in consultation with the Headteacher or relevant line manager, and with due regard to the needs of the school or Trust.

TOIL must not be taken during Term 6 and must not be taken in conjunction with family days.

9.6 **Continuing Professional Development**

- 9.6.1 The Golden Thread Alliance Trust Board, advised by the Headteacher, may consider in advance, awarding additional payments to teachers in respect of continuing professional development undertaken outside of the school day. The Golden Thread Alliance Trust Board will consider each case on an individual basis. Where approved, additional payments will be calculated based on a teacher's individual salary.

9.7 **Additional responsibilities and activities due to or in respect of the provision of services by the Headteacher relating to the raising of educational standards to one or more additional schools.**

- 9.7.1 The Golden Thread Alliance Trust Board may consider an additional payment where the Headteacher is providing services to other schools e.g., as a consultant leader or school improvement partner.

9.7.2 Any payment considered under this section will be temporary only.

9.7.3 No payment will be considered where these duties have already been taken into account in other sections of this policy

9.8 **Payment for In Service Teacher Training (INSET)**

9.8.1 The Chief Executive Officer may consider a payment to teaching staff who undertake voluntary In-Service Teacher Training at weekends or during school closure periods, where it can be demonstrated that the school has made significant savings by avoiding the need for supply cover.

9.9 **Payment for Outreach Work**

Schools within The Golden Thread Alliance are committed to developing staff expertise to a high level. Coupled with this, there is also a commitment to support other schools and external agencies where possible, when there is an identified need that can be matched with an area of expertise within the Golden Thread staff.

To acknowledge the additional workload that comes with supporting colleagues from outside The Golden Thread Alliance, those who are commissioned to provide support will receive 25% of the income received by The Golden Thread Alliance for the support provided.

This payment will be paid as a lump sum, in addition to their salary. All payments will be made on receipt of funding from the relevant agency and a note of visit received to accompany any claims for payment where relevant.

Any work conducted through the Golden Training Offer or the Golden Network will be paid at a session rate of £75.00 (one session is half a day). 25% of the £75.00 will be paid to the colleague delivering the session. The remainder will be paid to the base location of that colleague to help with class cover costs. Any colleague that delivers a session on a non-working day will be able to claim their normal daily rate as overtime. In this scenario, the schools will not be paid additional monies.

10 **Salary Sacrifice**

10.1 The Golden Thread Alliance Trust Board will support salary sacrifice arrangements for staff in respect of Childcare vouchers / childcare benefit schemes.

10.2 Participation in any salary sacrifice scheme arrangement will have no effect upon the determination of any safeguarded sum to which the member of staff may be entitled.

11 **Safeguarding**

11.1 The Golden Thread Alliance Trust Board will apply the salary safeguarding provisions of the School Teachers' Pay and Conditions Document.

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12 Appeals

12.1 A member of staff may seek a review of any determination in relation to their pay or any decision taken by The Golden Thread Alliance Trust Board that affects the pay of the member of staff.

12.2 The Golden Thread Alliance Trust Board has agreed to consider appeals on the following grounds:

That the person or Committee making the decision: –

- incorrectly applied any provision of the School Teachers' Pay and Conditions Document or other statutory provision
- failed to have proper regard for statutory guidance
- failed to take proper account of relevant evidence
- took account of irrelevant or inaccurate evidence
- was biased
- otherwise unlawfully discriminated against the teacher

12.3 The procedure for considering appeals is set out in Appendix 4 of this policy.

13 Support Staff Pay

Support Staff Pay will continue to be determined by the Kent Pay Scheme and its associated regulations. Any changes implemented mid-year by Kent County Council will be applied by The Golden Thread Alliance in the subsequent September.

13.1 Pay Progression for Support Staff

Pay is determined by the evaluated grade of the post. Progression will be in accordance with the Kent Scheme terms and conditions of employment.

Any annual pay award (with required performance) will be applied to the pay scales in September in accordance with the Kent Scheme terms and conditions.

In addition to any agreed annual pay award to the pay scale values, employees will need to demonstrate successful performance (eg. not be in a Performance and Capability process) each year for a set number of years, before reaching the next salary point within the grade.

When the required performance standards have been met over the required number of years, progression to the next point will occur.

How Long will it Take to Move Through a Grade?

	Years to move from Entry to Top of Grade			
Grade	Entry	Middle	Top	Total
KSA	0	0	0	0
KSB	0	0	0	0
KSC	0	0	2	2
KSD	0	0	2	2
KSE	0	0	3	3
KSF	0	0	3	3
KSG	0	2	2	4
KSH	0	2	2	4
KSI	0	2	2	4
KSJ	0	3	2	5
KSK	0	3	2	5
KSL	0	3	2	5
KSM	0	3	2	5
KSN	0	3	2	5

If an employee has been in a Performance and Capability process at any point in the year of assessment or has a live disciplinary or safeguarding sanction issued since the last pay review, progression through the grade is held back a year, which will increase the number of years it takes to progress to the next step in the grade, e.g. if it takes two years to progress to the next step but there is one year where performance is not met, it will take three years. If an employee is at the top of the grade (and there are therefore no further grade progression points), and the required performance for the year is not met, the annual pay award will be withheld for that year.

Further information regarding the pay process is available from the People Team.

New starters that commence a contract within Kent Scheme Terms and Conditions and placed on a Kent Scheme Grade

The annual anniversary date is the start date in the new role. If someone commences a role on 01 November, this will be their anniversary date and their first year of successful performance regarding grade progression would be the following 01 November. They will receive an annual pay award 01 September each year providing successful performance is met (eg. not be in a Performance and Capability process)

The only exception to this is if the appointment is at the top of the grade (for example KSA and KSB) and then the annual anniversary date will be 01 September.

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13.2 Allowances

The following allowances may be paid to eligible support staff:

- First Aid Allowance – payable to support staff who are designated first aiders and have an appropriate recognised first aid qualification.
- SEN Allowance – payable to Associate Teachers/Teaching Assistants working in Specialist Resource Provision's.

13.3 Overtime

Overtime for employees graded KSF or less who work in excess of 37 hours in any week will be paid as follows:

For each contract of employment you have with the Trust, overtime provisions only apply once you have worked more than 37 hours a week in that contract.

Monday to Friday	Saturday / Sunday	Public Holidays
1.33	X 1.33	X 2

Overtime should only be worked with the prior approval of the Headteacher or Line Manager and all claims must be appropriately authorised.

Overtime will not be paid to staff graded KSG or above unless this has been agreed in advance. Time off in lieu may be granted with the prior agreement of the Headteacher or Line Manager.

13.4 Cash Awards

The Chief Executive Officer or Headteacher in conjunction with the Chief Financial Officer may at their discretion make a cash award to recognise members of staff who have undertaken a specific task or project or in connection to exceptional performance. In The Golden Thread Alliance cash awards to an individual will not exceed £2,000.

13.5 Acting up Arrangements

Where a member of staff takes on additional accountabilities on a temporary basis, the Chief Executive Officer or Headteacher in conjunction with the Chief Financial Officer may determine whether they should move to a higher grade commensurate with the additional responsibilities for a time limited period.

An employee may also be seconded to a higher graded post to cover the temporary absence of the substantive post holder.

Employees who are seconded to a higher grade should not be placed at a detriment in their substantive post. Where the secondment role is at a higher grade than the substantive post, the secondment role will have its own annual anniversary review date which will commence at the start of the secondment. The substantive role anniversary review date will be unchanged. On returning to the substantive role the salary should reflect the appropriate progression as if the employee had been in post (if this results in being placed on the top of the grade, the anniversary date will reset to the 01 September).

13.6 **Redetermination of Grade**

Where the Chief Executive Officer or Headteacher in conjunction with the Chief Financial Officer determines that there has been a permanent change in the accountabilities of a post, a role may be regraded.

Any redetermination will be made with reference to provisions of the Kent Scheme Conditions of Service for support staff.

Salary changes as a result of a regrading will take effect from the beginning of the month in which the assessment took place. Where an individual is upgraded, they will normally be placed at the bottom of the new grade or receive a salary increase of at least 2.5%, whichever is the greater.

13.7 **Salary Protection**

Employees who are engaged on Kent Scheme terms may be eligible to be paid salary protection for up to 18 months should the grade of their post be reduced or if they are redeployed to a lower graded post as a result of organisational change.

Where the redeployment is to a post which is more than two grades below the Employee's previous post, the Loss of Earnings compensation will only apply to a maximum of two grades above the grade of the new substantive post.

Changes in hours / weeks worked will not attract salary protection.

13.8 **Absence during the pay cycle**

13.8.1 **Absence**

The Golden Thread Alliance will ensure that people who have been absent for a period of time are not inappropriately disadvantaged in terms of salary progress. Therefore, any employee who is currently on or had been on maternity leave/shared parental leave, extended sick leave or family leave, during the period being reviewed will be deemed as meeting successful performance, unless there is evidence from before and/or after their period of absence which contradicts this.

13.9 **Extraordinary circumstances**

In light of any national decisions to close schools (apart from to key worker and vulnerable children), The Golden Thread Alliance recognises the significant contribution that individual members of staff play in successfully keeping all Golden Thread schools open, and indeed, supporting other local schools where necessary.

Whilst it is vital that individual members of staff feel valued for their contribution, it must also be recognised that any further lockdowns which require schools to remain open, result in school staff having a duty to attend their place of work wherever possible (in line with the most current DfE and government guidance). Recognition of working above and beyond will be rewarded in line with this pay policy and any additional measures which could be put in place must be agreed via a Senior Strategic Team proposal being presented to an Extraordinary General Meeting of the Trust Board.

Appendix One- People and Development Committee

The constitution, membership, remit and responsibilities, proceedings, authority, reporting procedures and scope of the Committee are explicitly laid out in The Golden Thread Alliance Committee Terms of Reference.

All and any delegation from the Board of Trustees to the People and Development Committee are explicitly laid out in The Golden Thread Alliance's approved and adopted Scheme of Delegation.

Both documents can be viewed on The Golden Thread Alliance website:

[The Golden Thread Alliance](#)



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Appendix Two – Career Stage Expectation

PREAMBLE: Teachers make the education of their pupils their first concern and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have a strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical, forge positive professional relationships and work with parents in the best interest of their pupils. **Teachers can move through M1-UPS1 each year, however, to move from UPS1 to UPS2 and from UPS2 to UPS3, the below criteria must be met, and 2 successful performance management cycles must be in place before colleagues are entitled to move within the UPS pay scale.**

1. Set high expectations which inspire, motivate and challenge pupils:					
Band 1 – Emerging Teacher	Band 2 – Accomplished Teacher		Band 3 – Expert Teacher		
MPS1 – MPS2	MPS3 – MPS 4	MPS5 – MPS6	UPS1	UPS2	UPS3
• Much teaching good or better; some requires improvement • Knowledge of curriculum at Year Group level • Establish expectations and sufficient challenge to ensure progress • With appropriate support set suitable goals and targets for all children • With appropriate support, set up and maintain a learning environment that promotes independence and enjoyment of learning	• All teaching good or better • MPS3 – Provide support and advice within the context of own year group • Establish expectations and sufficient challenge to ensure progress • Set appropriate goals and targets for all children • MPS4 – Provide support and advice beyond own year group; through Subject Leadership • MPS4 – Set up and maintain a learning environment that promotes independence and enjoyment of learning. Including communal areas	• All teaching good; some excellent practice • MPS5 – Develop the skills of others; particularly ITT students, to enable them to be able to inspire, motivate and challenge • Ensure expectations and sufficient challenge to good ensure progress • Set appropriate goals and targets for all children • MPS6 – Have significant impact on the work of others to improve teaching across the school, Leading Inset etc • Consistently demonstrate a learning environment that promotes independence and enjoyment of learning, including communal areas	❖ All teaching good with much deemed to be outstanding ❖ Contribute significantly to implementing workplace policies and practice ❖ Demonstrate a thorough and up-to-date knowledge of the Primary National Curriculum ❖ Take an active part in setting school goals that stretch and challenge children of all backgrounds ❖ Take responsibility for supporting and advising others to establish safe and stimulating learning environments.	❖ All teaching good with much deemed to be outstanding ❖ Contribute significantly to implementing workplace policies and practice and promote collective responsibility for implementation ❖ Demonstrate a thorough and up-to-date knowledge of the Primary National Curriculum and developments that are relevant to their work ❖ Take an active part in setting school goals that stretch and challenge children of all backgrounds ❖ Take responsibility for supporting and advising others to establish safe and stimulating learning environments – Lead Learning Walks ❖ Take responsibility for monitoring that ethos, vision and values are, followed.	❖ All teaching good with much deemed to be outstanding ❖ Contribute significantly to implementing workplace policies and practice and promote collective responsibility for implementation ❖ Demonstrate a thorough and up-to-date knowledge of the Primary National Curriculum and developments that are relevant to their work ❖ Take an active part in setting school goals that stretch and challenge children of all backgrounds ❖ Accept reasonable delegated management responsibilities ❖ Take responsibility for supporting and advising others to establish safe and stimulating learning environments – Lead Learning Walks ❖ Behave in a manner that helps to set whole school ethos and ensure all staff and pupils maintain it. ❖ Be prepared to discuss issues with staff and pupils where vision and values are not, being observed.

2. Promote good progress and outcomes by pupils:					
Band 1 – Emerging Teacher	Band 2 – Accomplished Teacher		Band 3 – Expert Teacher		
MPS1 – MPS2	MPS3 – MPS 4	MPS5 – MPS6	UPS1	UPS2	UPS3
• MPS1 – With support and mentoring most pupils achieve in line with National/school expectations, through the use of appropriate differentiation to include children with SEND/ AMA and specific groups including gender, ethnicity; FSM • MPS2 – Most pupils achieve in line with National/school expectations • With support and mentoring understand own classes prior learning; and plan next steps for learning • With support have basic (QTS/PGCE) understanding of child development and how children learn; adapt teaching to need • With support and mentoring establish classroom codes of conduct that encourage pupils to take responsibility towards their own learning	• MPS3 – Almost all pupils with appropriate intervention strategies in place achieve in line with school expectations • Through the use of appropriate planning include children with SEND/ AMA and specific groups including gender, ethnicity and FSM • MPS4 – Almost all pupils achieve in line with school expectations • Understand own classes prior learning; and plan next steps for learning • MPS3 – Have a confident understanding of how to adapt teaching to need and model being a reflective practitioner • Ensure classroom codes of conduct that encourage pupils to take responsibility towards their own learning	• All pupils achieve in line with National/school expectations, through the use of appropriate differentiation to include children with SEND/ AMA and specific groups including gender, ethnicity; FSM • Some pupils exceed expectations and targets • Understand own classes prior learning; and plan next steps for learning; including aspirational targets • Demonstrate a greater understanding of pedagogy and support colleagues in year group/phase • Encourage positive behaviour for learning across the phase/ KS through the use of 'growth mindset' strategies	❖ Demonstrate the skills that enable children to regularly exceed National/school expectations ❖ All pupils achieve in line with National/school expectations ❖ Some pupils exceed expectations and targets ❖ Have an excellent knowledge and understanding of how to use and adapt a range of teaching, learning strategies ❖ Teach engaging and motivating lessons informed by well-grounded expectations of learners ❖ Be flexible, creative and adept at designing and refining approaches to teaching that are effective and consistently well matched to learning intent ❖ Develop and manage appropriate intervention strategies that support very good progress ❖ Have a wider understanding of pedagogy and good	❖ Demonstrate the skills that enable children to regularly exceed National/school expectations ❖ All pupils achieve in line with National/school expectations ❖ Many pupils exceed expectations and targets ❖ Have an extensive knowledge and understanding of how to use and adapt a range of teaching, learning strategies ❖ Teach engaging and motivating lessons informed by well-grounded expectations of learners ❖ Be flexible, creative and adept at designing and refining approaches to teaching that are effective and consistently well matched to learning intent, and integrating recent developments ❖ Develop and manage appropriate intervention strategies that support excellent progress	❖ Demonstrate the skills that enable children to regularly exceed National/school expectations ❖ All pupils achieve in line with National/school expectations ❖ Develop projects/ strategies to ensure many pupils exceed expectations and targets ❖ Have an extensive knowledge and understanding of how to use and adapt a range of teaching, learning strategies, including how to personalise the learning experience to provide opportunities for all learners to achieve their potential ❖ Teach engaging and motivating lessons informed by well-grounded expectations of learners and designed to raise levels of achievement ❖ Be flexible, creative and adept at designing and refining approaches to teaching that are effective and consistently well

			practice. Support colleagues and make good use of research and developments to adapt teaching ❖ Encourage positive behaviour for learning across the school through reinforcement of growth mindset values	❖ Have a wider understanding of pedagogy and good practice. Support colleagues and make good use of research and developments to adapt teaching ❖ Encourage positive behaviour for learning across the school through reinforcement of growth mindset values; Take Assemblies that promote perseverance and resilience. ❖ Coach colleagues to improve approaches to teaching	matched to learning intent, and integrating recent developments, including those related to pedagogy ❖ Develop and manage appropriate intervention strategies that support excellent progress ❖ Have a wider understanding of pedagogy and good practice. Support colleagues and make good use of research and developments to adapt teaching, being a reflective practitioner ❖ Encourage positive behaviour for learning across the school through reinforcement of growth mindset values; Take Assemblies that promote values and support colleagues ❖ Conduct Learning walks in own Year group/ Phase in order to monitor and evaluate the effectiveness of behaviour for learning.
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3. Demonstrate good subject and curriculum knowledge:					
Band 1 – Emerging Teacher	Band 2 – Accomplished Teacher		Band 3 – Expert Teacher		
MPS1 – MPS2	MPS3 – MPS 4	MPS5 – MPS6	UPS1	UPS2	UPS3
• MPS1 – Know and understand the curriculum at current year group level. This will be evidenced by use of subject knowledge during teaching • Demonstrate high standards of Literacy; articulation and the correct use of standard English • Know who the subject experts are within the school and use their support • MPS2 – Have a secure knowledge of curriculum content – may need to seek advice on specific aspects • Demonstrate a clear understanding of appropriate teaching strategies that foster and maintain pupils' interest • Take responsibility of keeping up-to-date with curriculum changes • Have an understanding of synthetic Phonics and reading skills and be familiar with resources to support teaching • Have an understanding of Maths and be familiar with resources to support teaching	• MPS3 – Play a more prominent role in Subject Leadership • Demonstrate high standards of Literacy; articulation and the correct use of standard English • Know who the subject experts are within school and use their support as required • Have a secure knowledge of curriculum content • Demonstrate a clear understanding of appropriate teaching strategies • Take responsibility of keeping up-to-date with research around curriculum changes • MPS4 – Access advice and adapt practice; feeding back to SLT in order to improve the quality of teaching and learning • Have a confident understanding of the teaching of Phonics and reading skills planning for next steps • Have a confident understanding of the teaching of Maths; planning for next steps	• MPS5 – Take a lead in a subject area; including monitoring, developing and evaluating • Demonstrate high standards of Literacy; articulation and the correct use of standard English • Have a secure knowledge of curriculum content – able to give advice to colleagues and contribute confidently to curriculum development • Demonstrate a clear understanding of appropriate teaching strategies and offer advice to colleagues as appropriate • Take responsibility of keeping up-to-date with research around curriculum changes • Demonstrate a clear understanding of synthetic Phonics and reading skills to effectively meet the needs of different groups • Have a confident understanding of the teaching of Maths; planning for next steps • MPS6 – Build on MPS5 and use evaluation evidence to make improvements to their subject area within the curriculum to have an impact on learning • Lead the development of others in a way that has a tangible impact on subject/curriculum knowledge and development.	❖ Demonstrate excellent teaching skills, which leads to learners achieving well relative to their prior attainment ❖ Lead the development of others in a way that has a tangible impact on subject/curriculum knowledge and development. ❖ Contribute to subject development through networking with Trust/ district colleagues and disseminating good practice ❖ Lead CPD/ Inset related to curriculum areas ❖ Consistently demonstrate a clear understanding of synthetic Phonics and reading skills to effectively meet the needs of different groups ❖ Consistently demonstrate a clear understanding of Maths to, effectively meet the needs of different groups. ❖ Identify needs of staff to make further improvements	❖ Demonstrate exemplary teaching skills, which leads to learners achieving very well relative to their prior attainment ❖ Lead the development of others in a way that has a tangible impact on subject/curriculum knowledge and development. ❖ Have sufficient depth of knowledge and experience to give advice on the development and well-being of children and young people ❖ Contribute to subject development through networking with Trust/ district colleagues and disseminating good practice and disseminating good practice ❖ Lead CPD/ Inset related to curriculum areas ❖ Consistently demonstrate a clear understanding of synthetic Phonics and reading skills to effectively meet the needs of different groups; supporting colleagues	❖ Demonstrate exemplary teaching skills, which leads to learners achieving extremely well relative to their prior attainment ❖ Lead the development of others in a way that has a tangible impact on subject/curriculum knowledge and development. ❖ Have a more developed knowledge and understanding of the subjects/ curriculum taught and how learning progresses within them ❖ Have sufficient depth of knowledge and experience to give advice on the development and well-being of children and young people ❖ Contribute to subject development through networking with Trust/ district colleagues and disseminating most up-to-date research findings. ❖ Keep up-to-date with latest National and International research and lead CPD/ Inset related to curriculum areas

				❖ Consistently demonstrate a clear understanding of Maths to effectively meet the needs of different groups; supporting colleagues ❖ Identify needs of staff to make further improvements	❖ Consistently demonstrate a clear understanding of synthetic Phonics and reading skills to, effectively meet the needs of different groups. Being proactive in the development of colleagues ❖ Consistently demonstrate a clear understanding of Maths to, effectively meet the needs of different groups. Being proactive in the development of colleagues ❖ Identify needs of staff to make further improvements
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4. Plan and teach well-structured lessons:					
Band 1 – Emerging Teacher	Band 2 – Accomplished Teacher		Band 3 – Expert Teacher		
MPS1 – MPS2	MPS3 – MPS 4	MPS5 – MPS6	UPS1	UPS2	UPS3
• MPS1 – With structured support and mentoring, most lessons are showing good elements including evidence of Intent, Implementation and Impact • Clear AFL within the lesson, leading to progress by all groups • MPS2 – Generally lessons are engaging and promote a love of learning; some advice required on the different approaches to teaching • All lessons show good elements and there is evidence of on-going improvement • With support contribute to shared planning sessions • Have awareness of the Teaching and Learning Policy	• Most lessons are showing good elements including effective use of lesson time; engagement of children and effective questioning • Most lessons show evidence of Intent, Implementation and Impact • Actively seeks advice on how to further improve and develop their own teaching • Clear AFL within the lesson leading to progress by all groups • Lessons are engaging and promote a love of learning • There is evidence of on-going improvement • Ensure implementation of Teaching and Learning Policy	• All lessons are showing good elements including effective use of lesson time; engagement of children and effective questioning • Lessons show clear understanding of Intent, Implementation and Impact • Supports other less experienced teachers to develop their practice • Clear AFL within the lesson leading to progress by all groups • Lessons are engaging and promote a love of learning – able to contribute to the development of colleagues • Lesson time is used effectively to maximise learning opportunities • There is evidence of on-going improvement	❖ Demonstrate consistent and effective planning and delivery of excellent lessons and sequences of lessons to meet pupils' individual learning needs. All teaching good; many elements outstanding ❖ Demonstrate responsibility for own professional development ❖ Promote collaboration and work effectively as a team member, modelling and developing colleagues to improve teaching across the school. Play a proactive role in leading professional development ❖ Support SLT in the review and development of school policy and practice. ❖ Support SLT in Curriculum development	❖ Demonstrate consistent and effective planning and delivery of exemplary lessons and sequences of lessons to meet pupils' individual learning needs. All teaching good; much excellent practice, particularly in core areas ❖ Demonstrate responsibility for own professional development and use the outcome to improve teaching and pupils' learning ❖ Promote collaboration and work effectively as a team member, modelling and developing colleagues to improve teaching across the school. Play a proactive role in leading professional development ❖ Promote, lead or organise key events that promote a love of learning (Themed days; Curriculum events; visits; visitors) ❖ Be proactive in the review and development of school policy and practice. ❖ Take a proactive part in Curriculum development	❖ Demonstrate consistent and effective planning and delivery of exemplary lessons and sequences of lessons to meet pupils' individual learning needs. All teaching good; much outstanding practice, particularly in core areas ❖ Demonstrate responsibility for own professional development and use the outcome to improve teaching and pupils' learning ❖ Promote collaboration and work effectively as a team member, modelling and developing colleagues to improve teaching across the school. Lead professional development across the Key Stage/ School. ❖ Play a proactive role in Promoting, leading or organising key events that promote a love of learning (Themed days; Curriculum events; visits; visitors) ❖ Be accountable for supporting other staff to improve the quality of

					planning and teaching across the school. ❖ Play a key role in the review and development of school policy and practice. ❖ Play a key role in Curriculum development, seeking out best practice from other schools
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5. Adapt teaching to respond to the strengths and needs of all pupils:

Band 1 – Emerging Teacher	Band 2 – Accomplished Teacher		Band 3 – Expert Teacher		
MPS1 – MPS2	MPS3 – MPS 4	MPS5 – MPS6	UPS1	UPS2	UPS3
• Generally planning is well structured, showing appropriate challenge and differentiation; some advice required • With appropriate support, reflect on the effectiveness of own lessons and approaches to teaching • Have a clear understanding of child development within the ethos of the school/Trust • Have a clear understanding of the needs of all children; some advice required • Have a secure understanding of barriers to learning and begin to make adaptations to meet needs.	• Planning shows lessons are well structured, showing appropriate challenge and differentiation; development of skills and independence • Reflect on effectiveness of own lessons and approaches to teaching. Adapt teaching as appropriate. • Have a clear understanding of child development within the ethos of the school/Trust • Have a clear understanding of the needs of all children; proactively seeks support as and when required • Have a secure understanding of barriers to learning and make adaptations to meet needs. • With support from SENCO/ Colleagues; show an understanding	• Planning shows lessons are well structured, showing appropriate challenge and differentiation; able to give advice to colleagues and contribute to school developments • Have a clear understanding of child development within the ethos of the school/Trust; able to give advice to colleagues • Have a clear understanding of the wide range of needs of pupils across the school; • Have a secure understanding of barriers to learning and make adaptations to meet needs. • Complete SEN Provision Map; ensuring appropriate interventions to meet individual/group needs	❖ Demonstrates being an effective professional who challenges and supports all children to do their best ❖ Contributes to the professional development of colleagues through coaching and mentoring and play a proactive role in leading professional development ❖ Demonstrate a clear understanding of the wide range of needs of pupils across the school; ❖ Demonstrate a secure understanding of barriers to learning and make adaptations to meet needs.	❖ Demonstrates being an effective professional who challenges and supports all children to do their best ❖ Contributes to the professional development of colleagues through coaching and mentoring and play a proactive role in leading professional development; demonstrating effective practice ❖ Demonstrate a clear understanding of the wide range of needs of pupils across the school; support colleagues ❖ Complete SEN Provision Map; organising and	❖ Demonstrates being an effective professional who challenges and supports all children to do their best ❖ Contributes to the professional development of colleagues through coaching and mentoring and play a proactive role in leading professional development; demonstrating effective practice and providing advice and feedback ❖ Leading and adapting learning and teaching across school to ensure equality of curriculum access

• With support from SENCO show awareness of children with SEND and adapt planning accordingly • With appropriate support complete SEN Provision Map • Ensure school expectations for planning and record keeping are adhered to • Shows awareness of SEN Policy	of how to identify children with SEND and adapt provision to meet needs • Complete SEN Provision Map • Ensure school expectations for planning and record keeping are adhered to • Be supportive in the transition of pupils from one year group to the next	• Have a clear overview of what provision is available and delivered within Year group • Support colleagues to ensure school expectations for planning and record keeping are adhered to • Be proactive to ensure effective communication with SENCO/ SLT • Be proactive in supporting transition processes	❖ Complete SEN Provision Map; organising appropriate interventions to meet individual/group needs ❖ Demonstrate a clear overview of what provision is available and delivered within Year group; help to manage distribution of support staff ❖ Support SLT with the transition arrangements for the school	planning appropriate interventions to meet individual/group needs; and supporting colleagues as appropriate ❖ Demonstrate a secure understanding of barriers to learning and make adaptations to meet needs. ❖ Demonstrate a clear overview of what provision is available and delivered within Year group; manage distribution of support staff ❖ Support SLT with the transition arrangements for the school	❖ Complete SEN Provision Map; organising and planning appropriate interventions to meet individual/group needs; and advising colleagues as appropriate ❖ Demonstrate a secure understanding of barriers to learning and make adaptations to meet needs. ❖ Demonstrate a clear overview of what provision is available and delivered within Year group; be proactive in the organisation of support staff ❖ Ensure support staff are, supported to achieve best practice. ❖ Have a strategic overview of transition arrangements and contribute to the organisation ❖ Be instrumental in reviewing and revising school policy and practice
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6. Make accurate and productive use of assessment:					
Band 1 – Emerging Teacher	Band 2 – Accomplished Teacher		Band 3 – Expert Teacher		
MPS1 – MPS2	MPS3 – MPS 4	MPS5 – MPS6	UPS1	UPS2	UPS3
- With support knows and understands how to assess subject and curriculum areas; some advice required - Has awareness of and follows school Assessment and Marking Policies - With appropriate support make use of formative and summative assessments to secure pupil progress - With appropriate support use relevant data to monitor progress; set targets and plan subsequent lessons - Give pupils regular feedback orally and through accurate marking - Encourage pupils to respond to feedback	- Knows and understands how to assess subject and curriculum areas - Follows school Assessment and Marking Policies - Make use of formative and summative assessments to secure pupil progress - Is aware of how pupil attainment and progress data compares with National standards and expectations - Give pupils regular feedback orally and through accurate marking - Encourage pupils to respond to feedback - Is aware of how the use of assessment impacts on learning	- Knows and understands how to assess subject and curriculum areas; able to give advice to colleagues and contribute to school developments - Gains understanding of assessment specific to their area of subject responsibility - Make use of formative and summative assessments to secure pupil progress; support year group colleagues in the use of assessment as required - Compares pupil attainment and progress data with National standards and expectations - Gain greater skill in the use and manipulation of relevant data to monitor progress; set targets and plan subsequent lessons; broker support for others as appropriate - Give pupils regular feedback orally and through accurate marking - Encourage pupils to respond to feedback - Understands how the use of assessment impacts on learning	- Have an extensive knowledge of assessment requirements and arrangements - Compares pupil attainment and progress data with National standards and expectations; is able to benchmark with other schools within the Trust - Wholly immerses the children in their own learning by providing opportunities to self-assess and meet their own individual targets - Participate in monitoring activities and feedback to staff, SLT/ LGB - Use data awareness to impact on quality provision for all groups across their year group/ Phase/ KS - Understands how the use of assessment impacts on learning and is able to support colleagues - Monitor use of AFL across a team.	- Have an extensive knowledge of assessment requirements and arrangements, including those related to end of KS assessment - Compares pupil attainment and progress data with National standards and expectations; is able to benchmark with other schools within the Trust and statistical neighbours - Wholly immerses the children in their own learning by providing opportunities to self-assess and meet their own individual targets - Monitor progress in their subject area and feedback to staff, SLT/ LGB - Use data awareness to strongly impact on quality provision for all groups across their year group/ Phase/ KS. Give advice to colleagues if appropriate - Monitor use of AFL across a team; feedback strengths and areas for development to SLT	- Have an extensive knowledge of assessment requirements and arrangements, including those related to end of KS assessment - Demonstrates extensive skills and knowledge related to analysing pupil attainment and progress data with National standards and expectations; is able to benchmark with other schools within the Trust and statistical neighbours and use information for school improvement - Wholly immerses the children in their own learning by providing opportunities to self-assess and meet their own individual targets - Monitor progress in their subject area and adapt, advise, and feedback on different curriculum assessments. - Lead a Subject group, if appropriate - Use data awareness to strongly impact on quality

					provision for all groups across their year group/ Phase/ KS. Modelling excellent practice to colleagues ❖ Monitor use of AFL across a team; feedback strengths and areas for development to SLT ❖ Have a strategic overview of good practice in AFL and model to support colleagues ❖ Contribute to school self-evaluation.
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7. Manage behaviour effectively:					
Band 1 – Emerging Teacher	Band 2 – Accomplished Teacher		Band 3 – Expert Teacher		
MPS1 – MPS2	MPS3 – MPS 4	MPS5 – MPS6	UPS1	UPS2	UPS3
- Have high expectations for behaviour and manage class effectively - Establish a safe and stimulating learning environment based on mutual respect - Have clear rules and boundaries for behaviour in the classroom and around school – some advice/ CPD required on different strategies - With support and guidance implement the school reward systems - With support and guidance liaise with parents about behaviour concerns when required - With support act on advice to implement strategies from specialist services - Follow school policy, practice and expectations – be familiar with Behaviour Policy	- Have high expectations for behaviour and manage class effectively - Maintain a safe and stimulating learning environment based on mutual respect - Have clear rules and boundaries for behaviour in the classroom and ensure they impact positively on classroom behaviour - Take joint responsibility with all colleagues for whole school behaviour and conduct to ensure consistency throughout the school - Implement the school reward systems - Liaise with parents about behaviour concerns when required - Act on advice to implement strategies from specialist services - Demonstrate confident knowledge of school Behaviour Policy and implement it effectively	- Have high expectations for behaviour and manage class effectively - Maintain a safe and stimulating learning environment based on mutual respect; support colleagues if appropriate - Have clear rules and boundaries for behaviour in the classroom and ensure they impact positively on classroom behaviour: support colleagues if appropriate - Take joint responsibility with all colleagues for whole school behaviour and conduct to ensure consistency throughout the school, including the management of children with challenging behaviour - Be able to use specific behaviour techniques for particular children and act on advice where necessary - Participate fully in the development of school policy and practice relating to all aspects of the management of behaviour – be familiar with Behaviour Policy	- Have extensive knowledge and understanding of how to use and adapt a range of behaviour strategies - Take joint responsibility with all colleagues for whole school behaviour and conduct to ensure consistency throughout the school, including the management of children with challenging behaviour - Understand the pedagogy behind the school's strategies, policies and practices - Offer advice on the development of a positive ethos and behaviour management to colleagues - Understand and implement strategies to ensure maximum motivation and engagement	- Have extensive knowledge and understanding of how to use and adapt a range of behaviour strategies - Take joint responsibility with all colleagues for whole school behaviour and conduct to ensure consistency throughout the school, including the management of children with challenging behaviour; be proactive in overcoming obstacles - Monitor consistency and feedback to SLT - Be able to articulate the school's strategies, policies and practices to others - Offer advice on the development of a positive ethos and behaviour management in TPAT - Understand and implement strategies to ensure maximum motivation and engagement; support and advise colleagues	- Have extensive knowledge and understanding of how to use and adapt a range of behaviour strategies - Take joint responsibility with all colleagues for whole school behaviour and conduct to ensure consistency throughout the school, including the management of children with challenging behaviour; be proactive in overcoming obstacles - Monitor consistency and feedback to SLT; carry out Learning Walks - Be able to articulate the school's strategies, policies and practices to others; Model excellent practice - Contribute to the development of policy and practice related to behaviour management - Offer advice on the development of a positive ethos and behaviour management - Understand and implement strategies to ensure maximum motivation and

					engagement; be an exemplar to colleagues within school and to visiting colleagues
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8. Fulfil wider professional responsibilities:					
Band 1 – Emerging Teacher	Band 2 – Accomplished Teacher		Band 3 – Expert Teacher		
MPS1 – MPS2	MPS3 – MPS 4	MPS5 – MPS6	UPS1	UPS2	UPS3
- Know and understand the priorities of the school - Communicate effectively with parents and other professionals with regards to pupils' achievements and well-being - Have positive working relationships with pupils, colleagues and parents - Work as part of a team; liaise with colleagues, seeking advice when required - Able, with support to identify key professional development needs and respond to advice and feedback - With support and guidance as required, plan and direct work of class TA on a daily basis - Observe best practice and seek advice from colleagues MPS2 – Understand the links between effective classroom practice and school improvement; demonstrate this by becoming involved in peer observations; visits to other schools; hosting WE students.	- Know and understand the priorities of the school; impacting on school improvement through Subject Action Plans - Communicate effectively with parents and other professionals with regards to pupils' achievements and well-being - Have positive working relationships with pupils, colleagues and parents; securely focussed on improving provision for pupils - Work as part of a team - Plan and direct work of class TA on a daily basis - Take a proactive role in accessing relevant support and professional development from colleagues - Be involved in peer observations; visits to other schools; hosting ITT students MPS4 – Have experience teaching in more than one year group	- Know and understand the priorities of the school; impacting on school improvement through Subject Action Plans and Year group plans - Communicate effectively with parents and other professionals with regards to pupils' achievements and well-being, leading to excellent classroom provision - Have positive working relationships with pupils, colleagues and parents; securely focussed on improving provision for pupils - Be a positive and proactive team member - Plan and direct work of additional adults (including volunteer helpers) on a daily basis - Model and support colleagues with planning for additional adults - Take a proactive role in accessing relevant support and professional development. - Participate in NPQ programmes as appropriate - Be involved in peer observations; visits to other schools; hosting ITT students - Be a fully competent practitioner able to keep up-to-date with changes and adapt practice accordingly; able to give advice to	❖ Contributes significantly to implementing workplace policies and practices ❖ Has a strategic school overview for school improvement in their subject/ area of expertise ❖ Demonstrates responsibility, enthusiasm and keenness for own professional development ❖ Contributes to the professional development of colleagues through coaching and mentoring ❖ Plays a proactive role in contributing to/ leading professional development across the school/ Trust ❖ Contribute to the wider ethos of the school/ Trust ❖ Promotes high levels of collaboration and works effectively as a team member, ensuring professional relationships are positive and proactive ❖ Demonstrates commitment to the extended life of the school ❖ Is efficient and organised in meeting reasonable deadlines and timeframes	❖ Contributes significantly to implementing workplace policies and practices and to promote to collective responsibility for implementation ❖ Has a strategic school overview for year group/ whole school improvement ❖ Demonstrates responsibility, enthusiasm and keenness for own professional development and uses the outcome to improve teaching and learning ❖ Contributes to the professional development of colleagues through coaching and mentoring ❖ Plays a proactive role in contributing to/ leading professional development across the school/ Trust ❖ Make a significant contribution to the wider ethos of the school/ Trust ❖ Promotes high levels of collaboration and works effectively as a team member, ensuring professional relationships are forged and maintained	❖ Contributes significantly to implementing workplace policies and practices and to promote to collective responsibility for implementation ❖ Has a strategic school overview for school improvement; making a positive contribution to change management ❖ Demonstrates responsibility, enthusiasm and keenness for own professional development and uses the outcome to improve teaching and learning across the year group/ phase/ school ❖ Contributes to the professional development of colleagues through coaching and mentoring ❖ Contribute to the strategic planning for school professional development ❖ Plays a significant role in contributing to/ leading professional development across the school/ Trust/ wider area

		colleagues and contribute to school developments		at the highest level at all times ❖ Demonstrates commitment to the extended life of the school by supporting enrichment activities and wider school events ❖ Is efficient and organised in meeting reasonable deadlines and timeframes, understanding the impact on others/ the school if these are not met	❖ Make a significant contribution to the wider ethos of the school/ Trust. ❖ Monitor impact of new initiatives and feedback to SLT ❖ Promotes high levels of collaboration and works extremely effectively as a team member, ensuring professional relationships are forged and maintained at the highest level at all times ❖ Demonstrates commitment to the extended life of the school by organising and supporting enrichment activities and wider school events ❖ Is efficient and organised in meeting reasonable deadlines and timeframes, understanding the impact on others/ the school if these are not met ❖ Supporting and challenging colleagues to meet expectations and deadlines; Feedback to SLT
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PERSONAL AND PROFESSIONAL CONDUCT:

- A teacher is expected to demonstrate consistently high standards of personal and professional conduct; Follow the school/Trust Code of Conduct;
- Know and understand policies and procedures related to safeguarding;
- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour within and outside school;
- Teachers must have proper and professional regard for the ethos, policies and practice of the school in which they teach, and maintain high standards in their own attendance and punctuality;
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities;
- All Standards are, met.

Appendix Three – Threshold Application



UPPER PAY SCALE APPLICATION

PERSONNEL INFORMATION:

Name:

Current Pay Grade:

As discussed, you are now eligible for consideration for progression to or through the Upper Pay Scale. Individual decisions will be taken by the Head Teacher and approved by the Board of Trustees.

My recommendations to the Board will be based on relevant evidence, in the context of the School's Pay Policy.

So that the decisions may derive from the fullest possible picture of your performance, I would like to invite you to share with me brief notes (eg. Bullet points) with some key examples of relevant supportive evidence. Criteria and examples of evidence required can be found in the Trust's Career Stage Expectations document.

Should you decide to offer any additional information/ evidence, this should be based upon:

1. Significant evidence you meet the following Threshold standards throughout the relevant period:
 - Knowledge and Understanding
 - Teaching and Assessment – Planning lessons
 - Teaching and Assessment – Classroom Management
 - Teaching and Assessment – Monitoring progress
 - Pupil Progress
 - Wider Professional Effectiveness – Personal Development
 - Wider Professional Effectiveness – School Development
 - Professional Characteristics
2. Examples of ways in which you have grown professionally by developing your teaching expertise
3. Any other information you deem relevant that you would like considered.

Evidence from your appraisals will also be considered, along with a statement from your line manager.

Should you wish to proceed with your Pay Progression, please submit your notes and any supporting evidence to me by the 30th September.

I will inform you of the decision by the end of October and if approved, any uplift will be backdated to the 1st September and will be paid within the November pay period.

With Regards,

Headteacher

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Please complete your evidence below. Move onto additional sheets if necessary

Line Manager Statement

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Appendix Four – Pay Appeals Procedure

The Golden Thread Alliance Trust Board has adopted the following procedure to consider any pay appeals:

Stage 1 – Informal

1.1 If, following receipt of the written confirmation of the pay determination and where appropriate the basis upon which the decision was made, the member of staff is not satisfied, he / she should seek to resolve this by discussing the matter informally with the decision maker within 10 working days of the decision.

1.2 Where this is not possible, or where the member of staff continues to be dissatisfied with the decision, he / she may follow the formal Stage 2 Appeal process.

Stage 2 – Formal

2.1 The member of staff should submit a written appeal, setting out the grounds and the detail upon which the pay decision is appealed. This should be sent to the person or committee who made the determination, 5 working days of the notification of the decision being appealed against, or the outcome of the informal discussion.

2.2 The person or committee who made the determination will arrange a hearing, within 10 working days of receipt of the written appeal, at which they will consider the appeal and give the staff member an opportunity to make representations in person and / or be accompanied by a colleague or trade union representative.

2.3 Following the hearing the member of staff will be informed in writing of the decision and the right of appeal. Any appeal must be submitted within 5 working days from receipt of written confirmation of the decision.

2.5 The decision of the appeal panel will be given in writing within five working days and where the appeal has been rejected this will include a note of the evidence considered and the reasons for the decision.

2.6 The decision of the panel will be final. There will be no further right of appeal.

Appendix Five – Pay scales 2026/2027 – Fringe

Leadership Range

L1	£55,060
L2	£56,404
L3	£57,776
L4	£59,185
L5	£60,624
L6	£62,102
L7	£63,738
L8	£65,166
L9	£66,758
L10	£68,435
L11	£70,169
L12	£71,759
L13	£73,517
L14	£75,310
L15	£77,141
L16	£79,158
L17	£80,953
L18	£82,939
L19	£84,957
L20	£87,036
L21	£89,153
L22	£91,326
L23	£93,545
L24	£95,836
L25	£98,174
L26	£100,571
L27	£103,021
L28	£105,536
L29	£108,119
L30	£110,764
L31	£113,475
L32	£116,260
L33	£119,111
L34	£122,018
L35	£125,014
L36	£128,068
L37	£131,218
L38	£134,426
L39	£137,662
L40	£141,070
L41	£144,551
L42	£148,138
L43	£150,301

Teacher Upper Scale

Upper 1	£50,625
Upper 2	£52,442
Upper 3	£54,328

Teacher Main Scale

M1	£35,602
M2	£37,647
M3	£39,979
M4	£42,513
M5	£45,070
M6	£48,479

Unqualified Teachers

1	£24,909
2	£27,589
3	£30,272
4	£32,636
5	£35,321
6	£38,004

TLRs

	MIN	MAX
TLR1	£10,531	£17,819
TLR2	£3,651	£8,913
TLR3 FIXED TERM	£727	£3,600

SEN

Min	£2,885
Max	£5,690

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Appendix Six – Pay scales 2026/2027 – Non-Fringe

Leadership Range

L1	£53,586
L2	£54,927
L3	£56,298
L4	£57,699
L5	£59,137
L6	£60,619
L7	£62,251
L8	£63,688
L9	£65,278
L10	£66,956
L11	£68,691
L12	£70,275
L13	£72,032
L14	£73,827
L15	£75,664
L16	£77,676
L17	£79,460
L18	£81,457
L19	£83,478
L20	£85,547
L21	£87,664
L22	£89,842
L23	£92,065
L24	£94,349
L25	£96,694
L26	£99,086
L27	£101,540
L28	£104,059
L29	£106,637
L30	£109,291
L31	£111,990
L32	£114,774
L33	£117,624
L34	£120,532
L35	£123,528
L36	£126,587
L37	£129,733
L38	£132,943
L39	£136,184
L40	£139,581
L41	£143,069
L42	£146,653
L43	£148,829

Teacher Upper Scale

Upper 1	£49,134
Upper 2	£50,956
Upper 3	£52,835

Teacher Main Scale

M1	£34,069
M2	£36,042
M3	£38,400
M4	£40,941
M5	£43,529
M6	£46,940

Unqualified Teachers

1	£23,732
2	£26,075
3	£28,758
4	£31,124
5	£33,811
6	£36,494

TLRs

	MIN	MAX
TLR1	£10,531	£17,819
TLR2	£3,651	£8,913
TLR3 FIXED TERM	£727	£3,600

SEN

Min	£2,885
Max	£5,690

Appendix Seven – Pay Scales 2026/2027 – Support Staff

Kent Scheme Pay Grade	Entry	Middle	Middle	Top
KSR	£220,526	£232,498	£244,471	£256,443
KSQ	£179,579	£192,421	£205,263	£218,105
KSP	£142,807	£151,202	£159,597	£167,992
KSO	£114,961	£121,458	£127,955	£134,452
KSN	£95,739	£101,647	£107,555	£113,463
KSM	£81,015	£85,473		£89,931
KSL	£71,432	£75,306		£79,179
KSK	£63,376	£66,692		£70,007
KSJ	£55,764	£59,150		£62,535
KSI	£47,990	£50,718		£53,446
KSH	£41,782	£44,194		£46,606
KSG	£36,264	£38,012		£39,760
KSF	£32,140			£35,035
KSE	£29,167			£30,934
KSD	£27,904			£29,020
KSC	£26,956			£27,765
KSB				£26,822
KSA				£26,168

SEN Allowance	£1,541.40 per annum (based on 32.5 hours per week)
First Aid Allowance	£201.00 per annum (based on 1.0 full time equivalent)

Apprentices

Apprentices will be paid in line with the National Living Wage and the National Minimum Wage:

Year	21 and over	18 to 20	Under 18	Apprentice
April 2025 (current rate)	£12.71	£10.85	£8.00	£8.00

Apprentices are entitled to the apprentice rate if they're either:

- aged under 19
- aged 19 or over and in the first year of their apprenticeship

Apprentices are entitled to the minimum wage for their age if they both:

- are aged 19 or over
- have completed the first year of their apprenticeship



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