




The LETTA Trust

Pay Policy

Approved & adopted on:	Autumn 2024	To be reviewed:	Autumn 2025
Reviewed by:	Trust Board Resources Committee	Signed:	



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1. Introduction, legislation and guidance

This policy sets out the framework for making decisions on pay. It is based on the [model pay policy](#) created by the Department for Education (DfE). As a multi academy Trust, we are free to determine our own approach to pay. However, at the LETTA Trust our pay policy has been developed to comply with current legislation, with the requirements of the [School Teachers Pay and Conditions Document \(STPCD\)](#) and with the documents listed below. It has been consulted on with staff and the recognised trade unions.

This policy complies with the:

- [School Teachers Pay and Conditions Document \(STPCD\)](#)
- DfE's statutory guidance on [Induction for Early Career Teachers \(England\)](#)
- LETTA's funding agreements and articles of association

This document is to be read in conjunction with the:

- National Pay and Conditions of Service applicable to Local Government Employees (The Green Book)
- National Conditions of Service for School Teachers (The Burgundy Book)
- Tower Hamlets Single Status Agreement
- relevant local collective agreements and conditions of service, including the pay formula for term time only support staff

When implementing our pay policy, we abide by the:

- [Employment Relations Act 1999](#), which establishes a number of statutory work rights
- [Part-time Workers \(Prevention of Less Favourable Treatment\) Regulations 2000](#) and the [Fixed-Term Employees \(Prevention of Less Favourable Treatment\) Regulations 2002](#), which require us to ensure part-time and fixed-term workers are treated fairly
- [Equality Act 2010](#) which requires schools to have due regard to the need to eliminate discrimination and advance equality of opportunity and foster good relations between people who share a protected characteristic and those who do not share it
- [Seven Principles of Public Life](#) which require those conducting the procedures to be objective, open and accountable

2. Aims

This policy aims to:

- support the recruitment and retention of a high quality staff members
- enable us to recognise and reward staff for the difference they make to children, families and the school community
- clearly explain how we manage decisions on pay in a fair and transparent way
- avoid unnecessary bureaucracy for all concerned

3. Responsibilities

Trust Board

The Pay Body at LETTA is the Trust Board and responsibility for approving pay decisions relating to all staff except the CEO is delegated to the Trust Board Resources Committee. The Trust Board takes responsibility for determining CEO pay (see page 8). It is the Trust Board's responsibility to:

- review and approve the Pay Policy annually
- review and approve the Appraisal Policy annually



- monitor the appraisal process and outcomes of the process annually including pay progression
- oversee an appropriate appraisal and pay review process for the CEO
- review recommendations relating to the upper pay range for teachers
- form an appeals panel where a staff member wishes to appeal a decision about pay

CEO

It is the CEO's responsibility to:

- develop clear arrangements for decision making relating to pay and appraisal and consult with staff and recognised trade unions on these arrangements
- submit any updated appraisal and pay policies to the Trust Board resources Committee for approval
- ensure that effective appraisal arrangements are in place and that appraisers have the knowledge and skills to carry out this role
- submit pay recommendations to the Trust Board resources Committee on behalf of Headteachers
- oversee an appropriate appraisal process for Headteachers

Headteacher

It is a Headteacher's responsibility to:

- ensure that the appraisal and pay policies are implemented in school
- ensure that all staff members benefit from a reflective and developmental appraisal process
- assess applications from teachers to be paid on the upper pay range and prepare a recommendation for the Trust Board resources Committee
- ensure that teachers are informed about decisions reached and that records are kept of recommendations and decisions made

Staff members

It is a staff member's responsibility to:

- ensure they have an annual performance review
- engage with appraisal meetings which includes preparing evidence for evaluating achievements
- keep records of their objectives and review them throughout the year
- share any evidence they consider relevant with their appraiser

4. How we decide what to pay on appointment

The Trust Board will determine the pay range for a job before advertising it. On appointment the board will determine the successful candidate's starting salary within that range.

When making these decisions, the Trust Board take a range of factors into account including:

- the nature of the post
- the level of qualifications, skills and experience required
- job market conditions
- the wider school context

There is no assumption that a staff member will be paid at the same rate as they were being paid in a previous school.



London living wage

The LETTA Trust commits to pay employees an hourly rate no lower than the London Living Wage as defined by the Mayor of London.

Part-time staff

Part-time staff are paid and directed according to the 'pro rata principle'. The pro rata principle applies to TLR 1 and TLR 2 payments but it does not apply to TLR3s. Part time staff members will be advised of their salary and directed time prior to appointment. This includes arrangements for paying any additional hours worked by agreement from time to time.

Career break staff

Staff members that return from a career break will be appointed on the pay scale at the same pay point they were on prior to their break. The Trust Board will take into account other relevant experience for those joining the teaching profession on the basis of 1 additional point for every 3 years.

5. Pay review process

The Trust Board will ensure that each staff member's salary is reviewed annually. Teachers pay reviews take effect from 1 September and happen no later than 31 October. All teachers are given a written statement setting out their salary and any other financial benefits they are entitled to. Support staff pay reviews take effect from 1 April.

Reviews may take place at other times of the year to reflect any changes in circumstances or job description that lead to a change in the basis for calculating a staff member's pay. A written statement will be given after any review and where applicable will give information about the basis on which it was made.

Where a pay determination leads or may lead to the start of a period of safeguarding, the Trust Board will give the required notification as soon as possible and no later than one month after the date of the determination.

6. Pay progression

LETTA staff members are reflective practitioners who work together to evaluate and improve practice. Annual appraisal meetings are developmental and celebratory. They are a time to recognise strengths and achievements and to plan for future development. The arrangements for appraisal are set out in the Trust's Appraisal Policy.

Teachers (main scale and unqualified) and support staff

Following a staff member's annual appraisal and, subject to the provisions of the published pay policy, they receive pay progression within the maximum of their pay range unless they are subject to capability procedures.

Long term sickness

Where a staff member has been absent through long term illness and misses the performance management review period, the Headteacher will ensure that a performance review meeting takes place when the staff member returns to school.

If the absence is planned, performance objectives can be reassessed prior to the absence in order to make them realistic and achievable.



Maternity leave

If a teacher is due to go on maternity leave the Headteacher can organise for a performance review meeting to take place prior to the maternity leave. In the event that a review cannot be conducted until the staff member returns to school, the Headteacher will organise a review following the staff member's return.

Early career teachers (ECTs)

ECTs have an induction period of two years. ECTs are eligible for pay progression during their induction period.

7. The upper pay range

Applications and evidence

Any qualified teacher may apply to be paid on the upper pay range. Applications may be made once a year and are assessed in line with this policy. It is the responsibility of the teacher to decide whether they wish to apply to be paid on the upper pay range.

If a teacher is simultaneously employed in a school outside of the LETTA Trust, they may submit separate applications to be paid on the upper pay range. The LETTA Trust is not bound by any pay decision made by another organisation.

The assessment

Successful applications will satisfy the Trust Board Resources Committee that:

- the teacher is highly competent in all elements of the Teachers' Standards (Appendix A) and
- the teacher's achievements and contribution are substantial and sustained (see below)

For the purposes of this pay policy:

- **'Highly competent'** means practice which is not only good but also good enough to provide coaching and mentoring to other teachers. The teacher gives advice and demonstrates effective teaching practice to others. They show others how to make a wider contribution to the work of the school. The teacher helps others to meet the relevant standards and develop their teaching practice.
- **'Substantial'** means of real importance, validity or value to the school. The teacher plays a critical role in the life of the school. They are a role model for teaching and learning and make a distinctive contribution to raising standards. The teacher takes advantage of opportunities for professional development. They use this effectively to improve pupils' learning.
- **'Sustained'** means maintained continuously over a long period e.g. a number of school years

Processes and procedures

Applications must be made by the start of the summer term and submitted to the Headteacher in writing for review. All applications are treated fairly and impartially.



Teachers who wish to be assessed submit their successful performance management review document and self-evaluation showing that they meet the criteria for progression outlined above.

Exceptions to this process are made in particular circumstances such as when teachers are on maternity leave or are on sick leave.

Applications are assessed by the Headteacher. In the summer 1 meeting, the Trust Board Resources Committee reviews the Headteacher's recommendation and then approves or rejects the recommendation.

The Headteacher will inform the teacher of the recommendation to be made to the committee as soon as possible after the closing date has passed.

The Headteacher will provide oral feedback on the relevant criteria indicated and, in the case of an unsuccessful application, in writing also. Feedback will also include advice on aspects of performance that would benefit from further development.

A successful applicant will progress from the following September and their pay will change accordingly.

Teachers may appeal against the decision approved by the Trust Board Resources Committee using the Trust's grievance procedure.

8. The leadership group (see also Appendix C)

Determination of school leadership group salaries

The Trust Board calculates the school group for each school as per the STPCD. The Board identifies a HTPR for the school which ensures that the minimum and maximum of the HTPR is within the minimum and maximum for the school group. The range is 5 consecutive salary points.

In the event that the Trust Board agrees to the Headteacher also being made the Headteacher of another school, the Headteacher's salary will be re-calculated in accordance with the STPCD.

The pay ranges for a Deputy or Assistant Headteacher are determined with reference to the school's HTPR as outlined in the STPCD.

Annual appraisal and review of leadership group salaries

The LETTA Trust ensures that the process of determining the remuneration of the Headteacher, Deputy and Assistant Headteachers is fair and transparent. A written record is made which sets out the rationale of the reasoning behind the determination of pay made to all staff in leadership posts.

Members of the leadership group will receive pay progression up to the maximum of their pay range where there is evidence from the recent appraisal meeting of sustained and high quality performance in respect of school leadership and management and pupil progress.

Headteacher's salaries

In the autumn term, each academic year, the Headteacher's performance management review panel will agree with the Headteacher performance objectives together with



performance indicators appropriate to each objective. The performance objectives will reflect priorities identified in the school's development plan.

The Trust Board Resources Committee receives the recommendation from the performance management review panel regarding the salary of the Headteacher. The recommendation reflects the views of the panel based on the outcomes of the review meeting. Any recommendation for progression within the HTPR identifies the recommended number of points proposed. The Headteacher will be advised of the proposed recommendation and may make a written response. The Headteacher is not entitled to attend the meeting of the Trust Board Resources Committee.

The Headteacher has the right of appeal against the decision of the Committee in accordance with the Trust's grievance procedure.

The Headteacher is provided with a salary statement, by 31 December, backdated to 1 September.

Discretionary payments to Headteachers

The Trust may decide to pay additional payments to the Headteacher in accordance with the STPCD. Where a decision is made to increase the Headteacher's salary beyond the maximum of the HTPR, the total sum of all payments made to the Headteacher will not exceed 25 per cent of the maximum of the HTPR, except in wholly exceptional circumstances, which will be approved by the Trust Board.

In the event that it is considered necessary to exercise the provision set out above, the Trust Board will take external independent advice in accordance with the STPCD before agreeing to such a decision.

Deputy and Assistant Headteachers' salaries

The Trust Board will determine pay ranges for Deputy Headteacher and Assistant Headteacher's salaries in line with the HTPR for the school.

At the time of appointing a new Deputy Headteacher or Assistant Headteacher the recruitment panel making the new appointment shall determine the salary point on the pay range.

At the time of the annual assessment of teachers' salaries, the Trust Board Resources Committee will consider recommendations from the Headteacher regarding pay progression within the pay range for Deputy and Assistant Headteachers.

Acting up allowances

If, during any absence of a school leader, an acting appointment is made, the Trust Board will consider whether or not the teacher will be paid an acting allowance. If no allowance is paid the Trust Board may reconsider this position at any time.

In the prolonged absence of a school leader, the Trust may appoint a teacher to act up. From the date that the Trust considers it necessary to make an acting appointment, an allowance will be paid equal to the difference between the salary currently paid to the teacher and a point considered appropriate by the Trust Board for the acting post.



9. Annual appraisal and review of CEO salary

The Trustees of the LETTA Trust recognise the importance of effective leadership in achieving successful outcomes for our pupils. We therefore evaluate the progress made towards the overall goals of the Trust at every meeting of the Trust board, and in reviewing papers and information shared between meetings. On an annual basis the Trustees also conduct a formal review of specific personal objectives set for the CEO.

This annual review is conducted by two Trustees, including the Chair, together with an Independent Evaluator. That person must have significant experience as a school leader or as an evaluator of school leaders, or both. The primary purpose of the evaluation is to assess performance against the objectives set in the prior year. As a secondary purpose, any other matter which might affect the performance of the CEO may be discussed and taken into account.

After the evaluation takes place, the findings are discussed openly with the CEO. Draft objectives are then set for the following year. The results are communicated by the Chair to the overall Trust Board, which may decide to vary them on review.

As a board, Trustees decide whether to adjust the CEO pay for the year following. The LETTA Trust recognises the need to be prudent with pay, and aims to strike the correct balance between properly recognising the significance of the role, but also the need to avoid any excessive pay awards.

The LETTA Trustees take into account the guidance on setting executive salaries issued by the Education and Skills Funding Agency www.gov.uk/government/publications/setting-executive-salaries-guidance-for-academy-Trusts/setting-executive-salaries-guidance-for-academy-Trusts. Trustees also consider: the school teachers' pay and conditions document, the CEO's performance over the whole year, the specific annual CEO evaluation, inflation, the wider environment for leadership and public sector pay, competing priorities for expenditure and the sustainability to the Trust of all pay awards.

10. Staffing structures

The Headteacher will review the school staffing structure annually and recommend to the Trust Board Resources Committee a staffing structure for the school that:

- takes account of any financial limits determined by the Trust Board Resources Committee
- identifies the posts to which allowances will be allocated for permanent TLRs, in accordance with the requirements of the STPCD
- identifies the level of allowance to be allocated to each permanent TLR post between the minimum and maximum limits set out for each TLR in the STPCD, and the different levels that may be paid within each TLR in the staffing structure in accordance with the STPCD
- will determine the value of any TLR post that is to be paid for a short term period. A statement identifying a payment within the range for TLR3, the length of time for which it will be paid, and the reason for the short term payment will be provided to the committee
- identifies posts to be paid on the leadership group pay range together with the salary ranges assigned to each post



- identifies the staffing structure for support staff posts together with the evaluated salary range assigned to each post

11. Review of the Pay Policy

The Trust Board Resources Committee will review this policy annually. Trustees look at progress against equalities objectives and compliance with equalities legislation. The HR Manager will consult with employees and the recognised trade unions at the time of the annual review.

12. Links with other policies:

- Appraisal Policy
- Equality Policy and Objectives
- Staff Code of Conduct
- Grievance Procedure



Appendix A: Teachers' Standards

The Teachers' standards are presented in this document as they underpin the appraisal process including applications for accessing the upper pay spine.

Teachers' Standards

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 strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

Part One: Teaching

A teacher must:

1. Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils

2. Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study

3. Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies



4. Plan and teach well structured lessons

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

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

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

6. Make accurate and productive use of assessment

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

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

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

8. Fulfil wider professional responsibilities

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



- communicate effectively with parents with regard to pupils' achievements and well-being

Part Two: Personal and professional conduct

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

- Teachers uphold public Trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
 - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
 - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
 - showing tolerance of and respect for the rights of others
 - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
 - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities



Appendix B: Teachers' pay scales

Teachers' pay scales from September 2024

Updated pay tables are set out below.

Inner London	01.09.2024	01.09.2024 values for Leadership on top of group
M1	38,766	
M2	40,608	
M3	42,535	
M4	44,556	
M5	47,069	
M6	50,288	
U1	55,415	
U2	58,138	
U3	60,092	
UQT1	27,252	
UQT2	29,745	
UQT3	32,238	
UQT4	34,435	
UQT5	36,925	
UQT6	39,417	
L01	59,186	
L02	60,439	
L03	61,718	
L04	63,017	
L05	64,360	
L06	65,731	
L07	67,251	
L08	68,583	
L09	70,055	
L10	71,614	
L11	73,225	
L12	74,702	
L13	76,331	
L14	78,000	
L15	79,700	
L16	81,577	
L17	83,236	
L18	85,092	
L19	86,967	
L20	88,891	



L21	90,856	90,856
L22	92,878	
L23	94,939	
L24	97,068	97,068
L25	99,241	
L26	101,462	
L27	103,741	103,741
L28	106,083	
L29	108,483	
L30	110,944	
L31	113,456	113,456
L32	116,036	
L33	118,690	
L34	121,391	
L35	124,174	
L36	127,011	
L37	129,943	
L38	132,918	
TLR1 Max	16,553	
TLR2 Max	8,279	
TLR3 Max	3,344	



Appendix C: Salary ranges for teachers paid on the leadership pay scale

Leadership pay ranges

	school group	HT/Director of School Improvement	DHT	AHT	other leader
Bygrove Primary School	2	15-19	-	5-9	-
Columbia Primary School	4	21-25	12-16	7-11	-
Hermitage Primary School	2	17-21	-	6-10	-
Stebon Primary School	5	26-30	14-18	9-13	-
School Improvement Team	2*	14-18	9-13	-	1-4

*This is based on number of learners and income

CEO: L38



Appendix D: Salary scales for support staff

Salary scales for support staff from April 2024

The support staff pay points and salary increases are based on the f

Range	Spine	April 24 FTE salary	Hourly rates
Sc1A2 (2-3)	2	28,881	15.83
	3	29,286	16.05
Sc2 (3-4)	4	29,703	16.28
Sc3 (5-6)	5	30,120	16.51
	6	30,552	16.75
Sc4 (7-10)	7	30,987	16.99
	8	31,434	17.23
	9	31,884	17.48
	10	32,346	17.73
Sc5 (12-15)	12	33,291	18.25
	13	33,780	18.52
	14	34,275	18.79
	15	34,779	19.06
Sc6 (18-20)	18	36,345	19.92
	19	36,888	20.22
	20	37,437	20.52
S01 (23-25)	23	39,150	21.46
	24	39,741	21.78
	25	40,344	22.11
S02 (27-29)	27	41,580	22.79
	28	41,964	23
	29	42,861	23.49
P01 (28-31)	30	43,542	23.86
	31	44,430	24.35
P02 (30-33)	32	45,399	24.88
	33	46,437	25.45
P03 (33-36)	34	47,628	26.1
	35	48,618	26.65
	36	49,638	27.21
P04 (36-39)	37	50,646	27.76
	38	51,663	28.32



	39	52,674	28.87
P05 (39-42)	40	53,634	29.4
	41	54,684	29.97
	42	55,710	30.53
P06 (41-44)	43	56,733	31.09
	44	57,726	31.64
P07 (44-47)	45	58,752	32.2
	46	59,772	32.76
	47	60,795	33.32
P08 (46-49)	48	61,836	33.89
	49	62,922	34.48

GLEA SENIOR MANAGERS PAY SCALES WEF 1ST APRIL 2024

Range	Spine	April 2024 FTE salary
LPO7 (1-4)	1	59,655
	2	60,703
	3	61,770
	4	62,883
LPO8 (5-8)	5	72,157
	6	73,344
	7	74,485
	8	75,660
LPO9 (9-12)	9	80,257
	10	83,295
	11	86,318
	12	89,467