



# **Scargill Church of England Primary School**

## **Derbyshire Teachers Appraisal Policy**

Approved: October 2021

Review date: October 2022

**RESTRICTED UPON COMPLETION**

Date last updated	October 2021
Confirmed current	

# **DERBYSHIRE LA**

## **TEACHERS' PAY POLICY**

2021

Scargill Primary School

# **TEACHERS' PAY POLICY CONTENTS**

**PAGE**

1	Purpose	2
2	Context	2
3	Aims	3
4	Principles (Including Appeals p.6)	3
5	Use of Discretions in Basic Pay Determination	8
6	Pay Reviews and Pay progression <ul style="list-style-type: none"><li>• Movement to the Upper Pay Range</li></ul>	18
7	Discretionary Allowances and Payments	27
8	Other Payments	30
Appendix A – Salary Statements		
Appendix B – Upper Pay Range Progression Criteria		
Appendix C -- Request for Assessment to be paid on UPR <ul style="list-style-type: none"><li>• Part One – Teacher Details</li><li>• Part Two – Actions for Headteacher</li></ul>		

# **TEACHERS' PAY POLICY FOR [NAME OF SCHOOL]**

## **1. 1. PURPOSE**

The purpose of this policy is to provide a clear basis upon which the pay of teaching employees will be determined in the context of the School's improvement plans and staffing structure. It has been developed to comply with the current School Teachers' Pay and Conditions Document (STPCD) and the conditions of service laid down in the current Burgundy Book. The policy takes account of associated government guidance and has been the subject of formal consultation with the recognised professional associations and trade unions.

The Pay Policy does not stand alone, it is essential to adopt the policy in its entirety and follow the requirements set out in the Statutory Information, Advice & Guidance, which provides more detail.

## **2. 2. CONTEXT**

The responsibility for adopting and implementing a pay policy for teachers in schools with delegated powers rests with the Governing Board acting in accordance with the overriding requirements of legislation, which determine its rights, responsibilities and duties, and in accordance with the present and projected financial circumstances. In adopting this policy the Governing Board intends compliance with the Employment Relations Act 1999, the Equality Act 2010, the Part-time Workers (Prevention of Less Favourable Treatment) Regulations 2000, The Fixed Term Employees (Prevention and Less Favourable Treatment) Regulations 2002. Procedures for determining pay should also be consistent with the principles of public life - objectivity, openness and accountability.

This pay policy should comply with the current School Teachers' Pay and Conditions Document (STPCD, also referred to as the 'Document') and the accompanying statutory guidance. It should be used in conjunction with them, but, in the event of any inadvertent contradictions, the Document and guidance take precedence.

This model pay policy only covers school teachers, whose statutory pay and conditions of service fall under the terms of the Document. It does not cover support staff, who have their own pay determination mechanism.

In determining teacher pay levels in accordance with statutory pay and conditions of service under the terms of the Document, relevant body should also ensure these are set in accordance with the school's staffing structure (a copy of which should be appended to this policy).

### 3. 3. AIMS

The Governing Board wishes to have a pay policy consistent with legal requirements and pay and conditions of service, which supports the School's Improvement and Post Ofsted Plans through:

- (a) A clear staffing structure.
- (b) Objective, consistent and fair criteria for assessing and reviewing salaries in accordance with the mandatory and discretionary provisions in the School Teachers' Pay and Conditions Document.
- (c) An agreed policy on Appraisal.
- (d) A procedure for representation and appeal.
- (e) The application of the School's Equal Opportunities Policy.
- (f) A mechanism for annual review of this policy within the context of the School Teachers' Pay and Conditions Document.
- (g) Regard to available resources.

The Governing Board aims that the policy will:

- assure the quality of teaching and learning at the School,
- support the recruitment and retention of a high quality teacher workforce,
- enable the school to recognise and reward teachers appropriately,
- ensure accountability, transparency, objectivity and equality of opportunity.

## 4. 4. PRINCIPLES

The Governing Board has agreed the following principles in relation to the assessment and reviews of salaries for teaching employees.

### 4.1 Consultation

When adopting, implementing and annually reviewing the pay policy, the Governing Board will consult fully with the staff. The Governing Board has a duty to consult fully with the recognised professional associations and trade unions. The Local Authority has undertaken formal consultation and negotiation with the recognised trade unions and professional associations in the formulation of this agreed policy.

This policy does not stand alone, it is essential to adopt the policy in its entirety and follow the requirements set out in the Pay Policy - statutory information, advice & guidance, which provides more detail.

All teachers will have easy access to a copy of the pay policy. Schools should attach a copy of the Staffing Structure and implementation plan (where relevant) to their published Pay Policy.

In keeping with good practice, the annual report on the operation of the pay policy will be provided, on request, to the trade unions and professional associations.

The report should include a summary of pay decisions and equality impact assessment.

#### 4.2 Application

The pay policy will be determined by the full Governing Board. Implementation will be the responsibility of a committee of the Governing Board (The Pay Policy Committee) which is made up of at least three governors, excluding the Headteacher and other staff governors. It is recommended that the committee has fully delegated powers and if so, must be established in accordance with The School Governance (Procedures) (England) Regulations 2003, as amended (<http://www.legislation.gov.uk/uksi/2003/1377/contents/made>). Regulation 16 gives power of delegation to a committee and Regulation 20 deals with establishment of a committee. It is recommended that the terms of reference specify that pay decisions will be communicated to each member of staff by the Head, in writing. Decisions on the pay of the Head will be communicated by the chair of the Governing Board, in writing. Advice will be requested from the Executive Director (Children's Services) or his representative as appropriate.

#### 4.3 Vacancies

All vacant posts and temporary and acting posts, associated allowances and enhancements, will be made known to teaching staff and publicly advertised where appropriate or necessary.

#### 4.4 Job Description

Job Descriptions will be provided for all staff who will be consulted over their content. Job descriptions for individual posts (e.g. class teacher, Teaching and Learning Responsibility payment for leading an area) will have been issued during the consultation over the Staffing Structure Review in 2005 or subsequently when the staffing structure has been revised. Any changes to these would be subject to consultation. The Headteacher (or designated senior leader) is responsible for

discussing each year with individuals which tasks, from within the overall role, need to be amended, reviewed, developed or prioritised.

#### 4.5 Contracts of Employment and Salary Records

All teaching employees will be provided with a letter of appointment and contract of employment. Each teacher will have access to their own salary records and will be notified of the outcome of their salary assessment and subsequent reviews by an annual Salary Statement which provides details of salary points and allowances. Details of the information which will be included in the annual Salary Statement are included as Appendix A to this policy.

#### 4.6 Confidentiality

The Headteacher and Governors recognise their obligations under the Data Protection Act 2018. The Headteacher and Governors will treat all salary issues confidentially, with sensitivity, and will undertake to make no public disclosure or provide details, other than by consent, or as required by legislation. Please note; where a request for information is received, regarding an individual's salary, the Headteacher and Governors may withhold some, or all, of the data under Sections 40 (1) and 40 (2), of the Freedom of information Act, which relates to 'personal data'.

#### 4.7 Pay Reviews

The Governing Board will ensure that each teacher's salary is reviewed annually, with effect from 1 September and no later than 31 October (except in the case of the Headteacher) each year, including giving them a written statement setting out their salary and any other financial benefits to which they are entitled. Teachers' annual pay reviews should be conducted by 31 October. Reviews may take place at other times of the year to reflect any changes in circumstances or job description that lead to a change in the basis for calculating an individual's pay. The Headteacher's pay review will be completed by 31 December. A written statement will be given after any review and where applicable will give information about the basis on which it was made.

Salary reviews will be undertaken by the Pay Policy Committee of the Governing

Board, which has fully delegated powers. Please see terms of reference of the Committee, in Governing Board documentation.

#### **4.8 Equalities Considerations**

Where a teacher has a period of specific long-term absence e.g. is absent on maternity leave, adoption leave, parental leave or long term sick leave, their pay review may be deferred until after their return to work (or carried out before maternity/adoption/parental leave commences), depending on the effect of the timing and length of the absence on the ability to carry out a performance review. Account could also be taken of performance in previous appraisal periods if there is little to go on in the current year. Where a teacher is away from school because of maternity leave, it is unlawful for the school to deny that teacher an appraisal and subsequent pay progression decision **because** of her maternity. When a teacher returns to work from maternity leave, the school must give her any pay increases that she would have received, following appraisal, had she not been on maternity leave. Schools are advised to take the same approach where teachers return from a long period of paternity or adoption leave.

When a teacher is absent for disability related reasons the school will consider and consult on whether there are any adjustments that can reasonably be made to enable the teacher to participate in appraisal and access pay progression. When a teacher returns to work following a disability related absence, the school must not refuse a pay increase that the teacher would have received, following appraisal, had she/he not been absent for a reason related to disability, if the reason for the refusal is the teacher's disability or the refusal cannot be objectively justified. (See 'Implementing your School's approach to Pay', September 2018, Revised in March 2019 DfE).

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

Salary Assessments and Reviews will be made by the Governing Board (Pay Policy Committee) on the advice of the Headteacher and other teachers filling the role of Appraiser.

Any salary decisions will be communicated in writing to each teacher in accordance with the School Teachers' Pay and Conditions Document, by the Headteacher or Chair of Governors.

#### 4.10 Appeals

From time to time teachers may disagree with their salary assessment or annual salary review. As far as practicable these will be resolved informally with the Headteacher and/or representative(s) of the Pay Policy Committee. If this is not possible and the disagreement remains unresolved teachers will be able to have their disagreement resolved through formal procedures. The formal procedure will be fair, equitable, and objective to allow a reasonable and appropriate outcome to be achieved. Outcomes of the formal procedures will always be in accordance with the procedures and requirements of the School's Pay Policy (i.e. it should be self-regulating).

The order of proceedings will be as follows:

- 4.10.1 The teacher receives written confirmation of the pay determination, and where applicable, the basis on which the decision was made. The teacher will be provided with details and the time frame of how to challenge a decision, make representations and appeal.
- 4.10.2 If the teacher is not satisfied and is unable to resolve the matter informally with the decision maker within 10 working days he/she will set down in writing the grounds for questioning the pay decision [which must relate to the grounds as set out in 4.10.5 below] and send it to the Pay Policy Committee within 10 working days of the notification of the decision being appealed against, or of the outcome of the discussion referred to above.
- 4.10.3 The Pay Policy Committee should provide a hearing within 10 working days of receipt of the written grounds for questioning the pay decision to consider this and give the teacher an opportunity to make representations in person.
  - The teacher is entitled to be accompanied by a colleague or Professional Association Representative
  - The timing and location of the formal meeting will be reasonable and will allow both parties to explain their cases
  - The teacher and their representative will have access to all relevant documents
  - The teacher or representative will be able to state their case and ask questions of the Headteacher and/or Pay Policy Committee

- The Pay Policy Committee will give reasons for its original decisions and respond to any questions put to it by the teacher or representative

4.10.4 The Pay Policy Committee may seek the advice of the Headteacher and/or Executive Director for Children’s Services, or representative. The Pay Policy Committee will decide the outcome of the representations and inform the teacher in writing within one working day. If appropriate, the teacher will be informed in writing of their right of appeal, including the timeframe available for registering an appeal.

4.10.5 The teacher can appeal against the decision on procedural grounds or that the Pay Policy Committee has failed to implement the School's Pay Policy. A teacher may appeal against any determination in relation to his/her pay on statutory grounds as follows:

That the committee who made the decision:

- a) Incorrectly applied the school’s pay policy
- b) Incorrectly applied any provision of the School Teachers’ Pay and Conditions Document
- c) Failed to have proper regard for statutory guidance
- d) Failed to take proper account of relevant evidence
- e) Took account of irrelevant or inaccurate evidence
- f) Was biased or,
- g) Otherwise unlawfully discriminated against the teacher

Any appeal will be heard by a committee of 3 Governors who were not involved in the original determination and have had no prior involvement of any kind in the matter.

- It will be heard normally within 20 working days of the receipt of the written appeal notification
- The teacher will be given the opportunity to make representations in person and will have the right to be accompanied by a colleague or Professional Association Representative

- The employee or representative will be able to state their case
- The representative of the Pay Policy Committee will give reasons for the Committee's decision
- The Appeal Committee may ask questions of the employee or representative and the representative of the Pay Policy Committee
- The Appeal Committee may seek the advice of the Headteacher and/or Executive Director, Children's Services, or representative
- The Appeal Committee will decide the outcome of the appeal and inform the employee in writing within one working day. Where the appeal is rejected it will include a note of the evidence considered and the reasons for the decision
- The pay appeals procedure performs the function of the grievance procedure on pay matters and therefore decisions should not be re-opened under general grievance procedures. Appeal decisions do not affect teachers' statutory employment rights

## 5. USE OF DISCRETIONS IN BASIC PAY DETERMINATION

### 5.1 Pay range for Headteachers

Since 1 September 2014 revised regulations have governed the setting of leadership pay, requiring Governing Boards to determine the appropriate level of pay for the role, in the light of school size, context and challenge. **There is no need for the Governing Board to reassess the pay or allowances of an existing Headteacher or the leadership team.** The pay of those in post will only need to be reviewed when there are significant changes to responsibilities.

The School may choose to review the pay of all of their leadership posts under these arrangements if it is determined that this is required to maintain consistency either with pay arrangements for new appointments to the leadership group made

on or after 1 September 2014 or with pay arrangements for a member or members of the leadership group whose responsibilities significantly change on or after that date. Should the Governing Board, as a result of a review, propose to reduce the Individual Salary Range of a leadership group member, the appropriate consultation process will be followed. If the change is implemented the national safeguarding provisions will apply.

Although the school has the freedom to set its own pay points between the minimum and maximum salary on the leadership pay range, the Governing Board has decided to adhere to the previous leadership scale points, increased in line with uplifts made in national pay awards. The Governing Board will review the Individual School Range (ISR) when it appoints a new Headteacher. A 3 stage process will be followed. Pay decisions will be documented and made on objective criteria.

#### I. Defining the role and determining the Headteacher group:

To identify the broad pay range the school will be assigned to a Headteacher group, by calculating the total unit score for the school in accordance with STPCD. The unit score is based on pupil numbers and must include any ***permanent responsibility for additional schools***. The Governing Board must define the specific role, responsibilities and accountabilities of the post and set out the skills and relevant competencies required.

#### II. Setting the indicative pay range:

The complexity and challenge of the role in the context of this school will be considered. The unit score total usually fully captures the complexity of the Headteacher role, and the relevant broad pay range accommodates appropriate levels of reward. The Governing Board will also consider whether the indicative pay range should start at the minimum of the Headteacher group or at a higher level because of the challenge of the post.

Additional factors may suggest that the indicative pay range should be higher than would be provided by the basic calculation at stage 1. Examples of additional factors include:

- The context and challenge arising from pupils' needs (e.g. high level of deprivation in the community, high levels of children with special needs, English as an additional language, looked after children or high pupil mobility)
- High degree of complexity and challenge e.g. accountability for multiple schools, managing across several dispersed sites, significantly beyond that expected of Headteachers of similar sized schools **and not already reflected in the total unit score used at stage 1**
- Additional permanent areas of accountability not reflected at stage 1.
- Factors that may have impeded the school's ability to attract a field of appropriately qualified and experienced leadership candidates (e.g. location, specialism required, size/responsibilities of remainder of leadership team)

If the circumstances warrant, an indicative pay range with a maximum of up to 25% above the top of the relevant Headteacher group range may be determined. If the Governing Board wishes to consider a pay range above that limit, external advice will be sought, and should the advice suggest additional payment is appropriate; a business case must be made and agreed by the full Governing Board.

There will be no double counting of responsibilities or factors that have already been accounted for at stage 1. Factors not expected to persist, such as temporary responsibility for an additional school, will be reflected through an allowance rather than consolidated into the indicative pay range.

Some factors may carry more weight than others. The Governing Board may consider that the pay range should extend above the maximum of the Headteacher group for the school. The governors will seek advice from their HR provider and benchmarking information, if considering a higher pay range. The Governing Board will ensure that the pay range allows scope for performance related progression over time and what will be the appropriate differentials to other leadership pay ranges.

Although nationally mandatory spine points on the leadership pay range have been removed, the Governing Board has decided to retain the

previous leadership group spine points as reference points. An indicative salary range of 7 spine points will be determined.

### III. Deciding the starting salary and individual pay range:

The 3<sup>rd</sup> stage is where the starting salary of the individual who is to be offered the post is decided.

Once a preferred candidate has been identified, through the recruitment process, the starting salary of the individual who is to be offered the post will be decided. The salary will be set in the light of candidate specific factors, such as the extent to which the candidate meets the specific requirements of the post. Scope will be retained for the Headteacher to secure performance related progression over time, through the seven point range.

The relevant body should determine the pay range for Headteachers when they propose to make a new appointment or at any time if there has been a significant change in the responsibilities of the Headteacher. The ISR should be reviewed if a pay range is set for a Deputy or Assistant Headteacher which overlaps with that of the Headteacher. The STPCD allows for the pay range of a Deputy or Assistant Headteacher to overlap the Headteacher's pay range but this should only happen in exceptional circumstances.

The expectation is that in most cases the pay range will be within the limits of the Headteacher group. However if the Governing Board has difficulty making an appointment or there is a need to incentivise a Headteacher to take on an exceptional challenge, a decision can be made to increase the maximum of the pay range to be above the maximum of the Headteacher group, by up to an additional 25%. If it is considered that there are very exceptional circumstances that might warrant an extension beyond that limit, a business case would be required. The Governing Board would also need to seek independent, external advice from an appropriate body or person, who can consider whether it is justifiable to exceed the limit in the particular circumstances. There must be a clear audit trail of the advice given and a full and accurate record of all decisions made, with the reasoning behind them.

## Temporary Payments to Headteachers

In the circumstances where there is a vacancy for a permanent Headteacher and, for some reason, it is not possible to appoint a Deputy Headteacher or other member of teaching staff to the post of acting Headteacher, another Headteacher may be temporarily appointed to be responsible and accountable, in addition to their continuing position as Headteacher of another school.

The arrangement should be time limited and reviewed with a maximum duration of two years, while the school pursues arrangements to make a permanent appointment or consider other alternatives such as forming a federation.

The Governing Board may determine that additional temporary payments be made to the Headteacher for clearly temporary duties or responsibilities that were not taken into account when the salary for the post was formulated.

The total sum of any additional temporary payments made to the Headteacher in any school year must not exceed 25% of the annual salary which is otherwise paid to the Headteacher. The total sum of annual salary and temporary payments must not exceed 25% of the maximum of the Headteacher group. If the Governing Board considers making payments which exceed these limits a business case must be made, and external advice taken before any decision is taken.

The above paragraph applies except where the additional payments relate to residential duties which are a requirement of the post or to relocation expenses which arise solely from the personal circumstances of the Headteacher.

## Extended Services

The Governing Board has discretion to take account of the additional responsibility and accountability associated with the provision of extended services on their site as part of the Local Authority's local area plan when determining the Headteacher's ISR. If the Headteacher and Governing Board have agreed to take on significant additional responsibility, for which the Headteacher is accountable, and the Headteacher is permanently appointed, then the Governing Board has the discretion to take this into account when setting the Headteacher's pay range. Any salary uplift will be proportionate to the level of responsibility and accountability undertaken. Consideration will also be given to the remuneration of other teachers who will take on additional responsibilities as a result of the Headteacher's role.

Clarity will be established around how such arrangements will work in practice and how they will end.

However where the Headteacher takes an interest in the quality of a service that is co-located on site, but is not responsible or accountable for the service, then this would be viewed as part of the Headteacher's core responsibilities and would not be taken into account when setting the pay range.

## Provision of Services by the Headteacher

Where the Headteacher provides services to another school (or schools), for example as a National Leader of Education (NLE) or Ofsted Inspector, the Headteacher is not ultimately accountable for the outcomes in the other school(s) but for the quality of the service provided. The Governing Board will determine how much, if any, payment is made to the Headteacher, in line with the provisions of the STPCD and the school's Pay Policy, taking account for example of whether the contract requires work outside school sessions.

The Governing Board may also make payments to any of the school's teachers whose post acquires additional responsibility as a result of the Headteacher's activities. Payments are not automatic and should be in line with the provisions of the Document and the school's Pay Policy. (Please refer to the Statutory Information, Advice and Guidance section for detailed guidance in these circumstances).

## Fixed term Contracts

The Governing Board may appoint a Headteacher on a fixed term contract where it determines that the circumstances of the school require this. Consideration will be given to how the length and reason for the contract will affect the timescale and nature of appraisal objectives set.

### 5.2 Deputy and Assistant Headteachers' Leadership Group Pay Range

The Governing Board will determine a pay range of five consecutive Points, on the leadership pay range agreed by the Governing Board, for each Deputy Headteacher. The range will reflect the responsibilities and challenge of the post, the circumstances of the school, and possible recruitment and retention difficulties.

The Governing Board will determine a pay range for each Assistant Headteacher post, this may also consist of five consecutive points from the leadership pay range but may be three or four consecutive points. This will depend on the scope of the post. A range of leadership posts within the school may be deemed to fill the role of Assistant Headteacher (e.g. a Head of Faculty) where they play a major role, under the direction of the Headteacher, in:

- Formulating the aims and objectives of the school
- Establishing policies through which they are to be achieved
- Managing staff and resources to that end
- Monitoring progress towards their achievement

The pay range determined will be within the leadership pay range and will reflect the responsibilities and challenges of the post and the circumstances of the school. *(Schools wishing to create new posts within their staffing structure will need to follow the appropriate procedure e.g. LA model document, Redundancy & Restructure Policy and Procedure 2017. The extent to which the full procedure must be applied will depend on the scale of the re-structure proposed).*

The Pay Range may be determined as of 1 September or at any time of year to reflect any changes in the circumstances or job description/responsibilities that lead to a change in the basis for calculating their pay, or at any time if it is considered necessary to retain a Deputy or Assistant Headteacher.

A new Deputy or Assistant Headteacher will be placed on the range in the light of candidate specific factors, such as the extent to which the candidate meets the specific requirements of the post. Scope will be retained for the Deputy or Assistant Headteacher to secure performance related progression over time, through the designated range.

The top point of any Deputy Headteacher's pay range will normally be set at least one point below the lowest point of the Headteacher's ISR, unless there are exceptional reasons why this is not the case.

The top point of any Deputy Headteacher's pay range will be at least at one point higher than the top point of any Assistant Headteacher's pay range.

The lowest point of any deputy or Assistant Headteacher's pay range will have a cash value which is greater than the cash value of the salary of the highest paid classroom teacher.

This is defined as the cash value of point 1 on the Upper Pay Range plus the cash value of any substantive TLR payments and Special Educational Needs Allowances.

The Governing Board acknowledges it is possible that the actual salary differential between:

- an inexperienced or new Headteacher and an experienced Deputy Headteacher may be relatively small.
- an experienced Headteacher and an inexperienced or new Deputy Headteacher will be relatively large.

Also, that similar situations may arise for differentials between Deputy or Assistant Headteachers and the highest paid class teacher and that,

- an experienced Assistant Headteacher may be paid more than an inexperienced or new Deputy Headteacher.
- a teacher who has progressed up the Upper Pay Range and who receives additional substantive allowances may be paid more than a more senior member of staff.
- a teacher on a protected salary may be paid more than a Deputy or Assistant Headteacher, and/or the highest paid class teacher as defined in The School Teachers' Pay and Conditions Document.

These situations are due to specific circumstances which have been anticipated and are acceptable according to the School Teachers' Pay and Conditions Document.

When the Head becomes responsible for more than one school, in all cases, consideration will to be given to the remuneration of Deputy and Assistant heads who as a result of the Headteacher's role are taking on additional responsibilities. An increase in remuneration will only be agreed where the post accrues additional extra responsibilities as a result of the Headteacher's enlarged role, it is not automatic.

#### Extended Services

Where the Head takes on responsibility for extended services the Governing Board has discretion to take account of the additional responsibility and

accountability associated with the provision of extended services on their site when determining the Deputy or Assistant Head's remuneration. An increase in remuneration will only be agreed where the post accrues extra responsibilities as a result of the Headteacher's enlarged role, it is not automatic.

### 5.3 Leading Practitioners

From 1 September 2013 Governing Board had to determine whether to include in the School's Staffing Structure any posts which primarily have the purpose of modelling and leading the improvement of teaching skills. A teacher paid on the leading practitioners' pay range must be an exemplar of teaching skills, lead the improvement of teaching skills in their school and carry out the professional responsibilities of a teacher, other than a Headteacher, including those duties delegated by the Headteacher.

Any teacher placed on the pay range for Leading Practitioners will take a leadership role in developing, implementing and evaluating policies and practice in the school that contribute to school improvement.

For any Leading Practitioner post the Governing Board will determine an individual pay range within the overall range for the post. Different posts within the school may be paid on different individual ranges. The Governing Board will determine where, within the individual range for any particular post, each relevant teacher will be paid.

Teachers on the pay range must be an exemplar of teaching skills, lead the improvement of teaching skills in the school and carry out the responsibilities of a teacher other than a Headteacher. Their duties may include:

- Coaching, mentoring and induction of teachers, including trainees and Early Career Teachers (ECTs)
- Disseminating materials and advising on practice, research and continuing professional development (CPD) provision
- Assessment and impact evaluation, including through demonstration lessons and classroom observation
- Helping teachers who are experiencing difficulties
- Outreach work in other partner schools

The minimum of the pay ranges for Leading Practitioners is £42,402 and the maximum is £64,461. In setting an individual range the Governing Board will have regard to the weight of responsibilities, challenge and demands of the post and internal pay relativities between posts of differing levels of responsibility.

### 5.4 Other Teachers

#### **Discretionary experience points for classroom teachers, on appointment.**

## **Teachers Appointed from the Maintained Sector**

For teaching posts, the Governing Board will determine whether any allowances should be paid, in accordance with the school's staffing structure, before advertising a vacancy. On appointment it will determine the starting salary within that range, to be offered to the successful candidate. In making such a determination the Governing Board may take into account factors including

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

When placing a classroom teacher on the Main Pay Range, the Governing Board is committed to the principle of pay portability and will take full account of the experience of a newly appointed teacher on the main pay range. The Governing Board will honour a teacher's position on the Upper Pay Range. In both cases this will include any pay progression the teacher would have been awarded as a result of their most recent appraisal review in the post where they were previously employed.

Where the teacher was previously employed on the Main Scale or Upper Pay Range, in a school which has adopted different salary points to this school, the teacher will be appointed at the next salary point above the value of their previous salary.

## **Teachers Appointed from Service other than in the Maintained Sector**

Qualified teachers appointed from service as a teacher in an Academy, a City Technology College or a College for the Arts will be assimilated as detailed above for teachers from the maintained sector, if they were previously employed on a pay scale which utilised the minima and maxima provided in STPCD.

Where the teachers have been paid on salary scales outside of the minima and maxima provided in the STPCD, their level of service will be utilised to determine a pay point on this school's relevant salary range.

The Governing Board will award a point or points on the Main Pay Range in recognition of previous teaching experience, as detailed below, or for wider areas of relevant experience in the following circumstances:

- Service in an independent school
  
- Service as a qualified teacher in an overseas school outside the European Economic Area or Switzerland in the maintained sector of the country concerned
  
- Service as a qualified teacher in further education, including Sixth Form Colleges
  
- Service teaching in higher education

The Governing Board will consider awarding one point, in total, on the Main Pay Range on a case by case basis for:

- Relevant experience outside teaching of at **least 3 years** which may include:
  - Industrial or commercial training
  - Paid work directly related to the care and supervision of children
  - Paid work in an area directly related to the subject being taught and with commensurate responsibility
  - Unpaid childcare/parenting duties

When the Headteacher becomes responsible for more than one school, in all cases, consideration needs to be given to the remunerations of other teachers who, as a result of the Headteacher's role, are taking on additional responsibilities. An increase in remuneration should only be agreed where the post accrues additional extra responsibilities as a result of the Headteacher's enlarged role, it is not automatic.

## 5.5 Part-time teachers

Teachers employed on an ongoing basis by the school but who work less than a full working day or week are deemed to be part-time. The Governing Board will give them an agreed written statement detailing their working time obligations and the mechanism used to determine their pay, subject to the provisions of the statutory pay arrangements and working time arrangements and by comparison with the School's standard timetabled teaching week, for a full time teacher. Part-time teachers are paid an 'appropriate proportion' of 1265 hours (1258.5 for the school year beginning in 2021) hours, as set out in the School Teachers' Pay & Conditions Document. Part-time teachers must be paid the pro rata percentage of the full-time salary for a teacher in an equivalent post. The same percentage must be applied to any allowances to a part-time teacher.

Any additional hours such a teacher may agree to work from time to time at the request of the Headteacher (or in the case where the part-time teacher is a Headteacher, the relevant body), should also be paid at the same rate.

Governing Boards are responsible for ensuring that part-time teachers have a clear statement of the sessions and hours they will be required to work.

## 5.6 Short notice/supply teachers

Teachers who work on a day-to-day or other short notice basis have their pay determined in line with the statutory pay arrangements in the same way as other teachers. Teachers paid on a daily basis will have their salary assessed as an annual amount, divided by 195 (194 for the school year beginning in 2021) and multiplied by a number of days worked.

Teachers who work less than a full day will be hourly paid and will also have their salary calculated as an annual amount which will then be divided by 195 (194 for the school year beginning in 2021) then divided again by 6 to arrive at the hourly rate.

A short notice teacher who is employed by the same authority throughout a period of 12 months beginning in August or September must not be paid more in respect of that period than he would have received had he been in regular employment throughout the period.

## 5.7 Unqualified Teachers

If the school is unable to recruit appropriately qualified teachers, unqualified teachers may be appointed. The Governing Board will, when determining on which point to place unqualified teachers on the unqualified teachers' pay scale when they are appointed, take account of any relevant qualifications and experience. Unqualified teachers may be appointed above the minimum in the following circumstances:

### Qualifications:

- a) 1<sup>st</sup> or 2<sup>nd</sup> Class Hons. Degree
  - b) A higher degree from a UK university in their subject area
- A recognised overseas teaching qualification, in a directly related subject/area
  - A recognised Post-16 teaching qualification
  - Other recognised qualification relevant to their subject area

### Service:

- A period of at least two years of service as an overseas-trained teacher, where the post is directly related to the area now being taught and with commensurate responsibility

- A period of at least two years of service teaching in further education, including Sixth Form Colleges
- A period of at least two years of service teaching in higher education
- The Governing Board may consider awarding on a case by case basis
- Periods of at least three years spent outside teaching but working in a relevant area. This might include industrial or commercial training, time spent working in an occupation relevant to the teacher's work at the school, and experience with children/young people.

#### 5.8 Unqualified teachers' allowance

The Governing Board will pay an unqualified teachers' allowance to unqualified teachers when the Governing Board considers their basic salary is not adequate having regard to their responsibilities, qualifications and experience. Where an unqualified teacher is appointed to a post that would carry a Teaching and Learning Responsibility payment (TLR), if filled by a qualified teacher, then the teacher will be paid an allowance of the same value as the relevant TLR as long as the teacher has:-

- (a) taken on a sustained additional responsibility which is –
  - (i) focussed on teaching and learning;
  - (ii) requires the exercise of a teachers' professional skills and judgment;
 or
- (b) qualifications or experience which bring added value to the role he is undertaking.

## 6. 6. PAY REVIEWS and PAY PROGRESSION

**6.1** Since 1 September 2013 there are 4 pay ranges for teachers other than those on the leadership pay range.

- i) The Main Pay Range for qualified teachers who are not entitled to be paid on any other pay range
- ii) The Upper Pay Range
- iii) The pay range for Leading Practitioners, whose primary purpose is to model and lead teaching improvement, and
- iv) The Unqualified Teacher Range

Any pay increase awarded to a teacher on the Main Pay Range, Upper Pay Range, or Unqualified Pay Range, or any movement between those ranges will be permanent for as long the teacher remains employed in this school.

The 2021 STPCD makes provision for a consolidated award of £250 to all Teachers whose full-time equivalent basic earnings are less than £24,000 and introduces advisory pay points for teachers on the Unqualified Teachers' Pay Range for September 2021. The 2021 national pay award will therefore uplift the salary of teachers on the 1<sup>st</sup> three points of the Unqualified Teachers Range by £250.

The Governing Board has determined that the advisory points outlined by the STPCD 2021 be adopted on the Unqualified Teachers Pay Range, from 1 September 2021.

There are also two values (a and b) for points 18, 21, 24, 27, 31, 35 and 39 on the Leadership Pay Range. The (a) values are the salary figures for Headteachers already paid at, or moving to the top of, the school group pay range (*where the discretion to exceed the maximum of the range has not been exercised*), as these points were frozen in 2015. The (b) values are utilised where Headteachers are paid on one of these leadership pay points, **within** their Individual Salary Range (ISR).

## **6.2 Main Pay Range**

A minimum of £25,714 and a maximum of £36,961. The Governing Board has determined that, in this School, the STPCD 2020 six advisory points will be used as points of progression through the range, by the application of this policy.

Point 1	£25,714
Point 2	£27,600
Point 3	£29,664
Point 4	£31,778
Point 5	£34,100
Point 6	£36,961

### **6.3 Upper Pay Range**

The Upper Pay Range has a minimum of £38,690 and a maximum of £41,604. The Governing Board has determined that in this School, the STPCD 2020 three advisory points will be used as points of progression through the range, by the application of this policy.

Point 1	£38,690
Point 2	£40,124
Point 3	£41,604

The Governing Board will pay a teacher on the Upper Pay Range if:

- a) The teacher is employed, or defined as, a post threshold teacher in the School under the 2012, or earlier, STPCD.
  
- b) The teacher applies to be paid on the Upper Pay Range, in accordance with the arrangements set out in paragraph 6.9 of this policy, that application is successful the teacher is still employed at the school.

- c) The teacher was previously employed in the leadership group or as a Leading Practitioner, was first appointed as such on or after 1 September 2000 and occupied that post, or posts, for an aggregate period of one year or more and the teacher specified in (a) to (c) will not be paid on the pay range for leading practitioners or on the pay spine for the leadership group.

The Governing Board will determine, on a case by case basis, where teachers will be placed on the range. For teachers paid on the Upper Pay Range by virtue of a) the Governing Board will recognise previous pay progression on the scale. Teachers to be paid on the Upper Pay Range (UPR) by virtue of the circumstances in b) will normally be paid on the minimum of the range and the Governing Board has the option to start the individual at a higher point on the UPR. The Governing Board will determine, on a case by case basis, where teachers who were previously employed as Leading Practitioners or on the Leadership Scale will be placed on the Upper Pay Range.

#### **6.4 Pay Range for Leading Practitioners**

Since September 2013 the Governing Board has determined whether to include in the School's Staffing Structure any post(s) which primarily have the purpose of modelling and leading improvement in teaching skills (see 5.3 above).

The Pay Range for Leading Practitioners has a minimum of £42,402 and a maximum of £64,461.

The Governing Board will determine an individual post range for each leading practitioner post and where, within the individual post range, each teacher will be paid. Where a Leading Practitioner Post is adopted by the Governing Board a pay range will be determined from the following points:

- |            |             |
|------------|-------------|
| 1. £42,402 | 10. £52,983 |
| 2. £43,465 | 11. £54,357 |
| 3. £44,550 | 12. £55,610 |

4. £45,658	13. £57,000
5. £46,796	14. £58,421
6. £47,969	15. £59,875
7. £49,261	16. £61,467
8. £50,397	17. £62,878
9. £51,656	18. £64,461

## 6.5 Unqualified Teachers' Pay Range

An unqualified teacher will be paid within the minimum of £18,419 and maximum £28,735 of the Unqualified Teachers' Pay Range. The Governing Board has determined that, in this School, the STPCD 2021 six advisory points will be used as points of progression through the range, by the application of this policy.

the salary reference points shown below will be utilised where it is **agreed that an unqualified** teacher will progress up the range through performance reviews, in accordance with this policy.

Point 1	£18,419
Point 2	£20,532
Point 3	£22,644
Point 4	£24,507
Point 5	£26,622
Point 6	£28,735

## 6.6 Leadership Pay Spine

The Governing Board has determined that the leadership pay ranges will utilise the following reference points between the statutory minimum and maximum.

	£		£
Minimum	42,195	23	72,497
2	43,251	24(a) *	73,559
3	44,331	24(b)	74,295
4	45,434	25	76,141
5	46,566	26	78,025
6	47,735	27(a) *	79,167
7	49,019	27(b)	79,958
8	50,151	28	81,942
9	51,402	29	83,971
10	52,723	30	86,061
11	54,091	31(a) *	87,313
12	55,338	31(b)	88,187
13	56,721	32	90,379
14	58,135	33	92,624
15	59,581	34	94,914
16	61,166	35(a) *	96,310
17	62,570	35(b)	97,273
18(a) *	63,508	36	99,681
18(b)	64,143	37	102,159
19	65,735	38	104,687

20	67,364	39(a) *	106,176
21(a) *	68,347	39(b)	107,239
21(b)	69,031	40	109,914
22	70,745	41	112,660
		42	115,483
		Maximum 43(a)	117,197

*\*The STPCD statutory maxima for the eight Headteacher Group Ranges no longer correspond with recommended scale points on the Leadership Group Range, or the corresponding point where it falls mid-range, due to the Government's decision to freeze those maxima in 2015. Therefore, the statutory maxima should only be used where they are the maximum point of a Headteacher's individual range and the discretion to exceed the maximum of the range has not been exercised. Where there are two values shown above for a leadership point, (e.g. 18a and 18b) the (a) value should be applied where it represents the top of the Headteacher Group Range.*

## 6.7 Pay Progression

September 2013 was the last time when teachers on the main pay scale received annual increments, as all pay decisions made from September 2014 will need to be linked to assessments of performance.

All decisions regarding pay progression will be made with reference to the teachers' appraisal review statements and the pay recommendations they contain. To be fair and transparent, assessments of performance will be properly rooted in evidence. The evidence to be utilised in a performance pay review must be part of the appraisal process. It would not be appropriate for the school to introduce evidence requirements that are not directly and explicitly related to the formal appraisal process and with the objectives and standards agreed with the teacher. Careful consideration will be given in order to avoid the inappropriate use of evidence and the need for the adoption of targets and objectives that enable teachers to demonstrate performance rather than simply results.

Detailed advice on setting and appraising appropriate performance targets as agreed by the Teacher Workload Advisory Group is provided in:

[The DfE Teacher Workload Advisory Group Report "making data work" report - 2018](#). See Statutory Information Advice and Guidance for more detail.

The evidence to be used in the school as the basis for assessing performance is detailed in the School's Appraisal Policy. The policy also details how fairness will be ensured through the process of appraisal and performance review.

In this school we will ensure fairness by annual monitoring of the application of the pay policy and pay decisions by the Governing Board.

Teachers' appraisal reports will contain pay recommendations. Final decisions about whether to accept a pay recommendation will be made by the Governing Board, having regard to the appraisal report and taking into account advice from the Headteacher, who will have moderated appraisal reviews and appraisers' pay recommendations. If a pay recommendation is not accepted, the Governing Board will provide the teacher with the reasons behind the decision and direct the teacher to the school's appeals procedure.

The Governing Board will take account of potential pay progression in the light of the school budget and ensure that appropriate funding is allocated for pay progression at all levels. All teachers can expect to progress to the top of their pay range as a result of successful appraisal reviews.

In order for an appraisal/performance review to be deemed 'unsuccessful' significant concerns about standards of performance not meeting expectations/progress towards objectives not being satisfactory, will have been raised during the annual appraisal cycle and recorded in writing. Also, the concerns will not have been sufficiently addressed by the teacher following support and feedback provided by the school by the conclusion of the cycle.

In this school judgements of performance will be made against teachers' performance objectives which will incorporate the relevant standards, as detailed in the school's Appraisal Policy.

## **6.8 Early Career Teachers**

In the case of Early Career Teachers (ECTs), whose appraisal arrangements are different, pay decisions will be made by means of the statutory induction process. ECTs will not be negatively affected by the extension of the induction period from one to two years. This change does not prevent a school from awarding pay progression to ECTs at the end of the first year.

## **6.9 Teachers on the Main Pay Range**

Teachers will be eligible for pay progression of at least one point up the scale defined by the Governing Board, following each successful appraisal review.

In exceptional circumstances, where a teacher's performance is assessed to be successful in relation to significantly exceeding appropriate objectives, they are assessed as highly competent in fully meeting the relevant standards and significantly improving the progress of pupils, teachers may be awarded further progression on the Main Pay Range for excellent performance.

## **6.10 Movement to the Upper Pay Range**

New arrangements for gaining access to the UPR came into effect from 1 September 2013. Teachers must have Qualified Teacher Status (QTS). There are no barriers in STPCD connected with length of service for a teacher to be eligible for movement on to UPR, however teachers will need to demonstrate substantial, highly competent and, particularly, sustained performance. Teachers have the opportunity to make accelerated progress through the main pay range if awarded movement of two or more points following annual appraisal. Individual teachers must decide whether or not they wish to apply to their Headteacher to be paid on UPR. Any application must be assessed in line with this policy. Applications may

be made once a year, to be received by the end of October, to enable inclusion of the previous academic year's appraisal review, with consequent backdating of the transfer to UPR to the 1 September.

If a teacher is simultaneously employed at another school, they may submit separate applications if they wish to apply to be paid on UPR in that school or schools. This school will not be bound by any pay decision made by another school.

All applications should include the results of reviews or appraisals under the 2012 regulations, including any recommendation on pay, where these fall within the period of assessment. Schools may assess applications to progress to the UPR using only the most recent appraisal cycle and should consider whether this provides the teacher with sufficient opportunity to show that highly competent performance is substantial and sustained, bearing in mind the expectations of a teacher paid on UPR. Particular consideration needs to be given to the applications of teachers who have been on maternity leave or absent with long term illness, especially if the absence is related to a disability. *(See reference in the Statutory Information, Advice and Guidance section).*

Applications, using the standard format attached to this policy, should be submitted in writing to the Headteacher through their appraiser at the appraisal planning meeting. The application should be appended to their appraisal planning statement.

An application from a qualified teacher will be successful where the Governing Board is satisfied that:

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

For the purposes of this pay policy the Governing Board will be satisfied that the teacher has met the expectations for progression to the Upper Pay Range where the Upper Pay Range criteria (see Appendix B) have been satisfied as evidenced in the agreed performance reviews.

**The Headteacher will remind, or delegate appraisers to remind, all teachers regardless of their position on the Main Pay Range of their eligibility to apply for assessment.**

Teachers should notify their appraiser that they are planning to apply for assessment to move to the UPR, so that objectives are set appropriately, and feedback is given, in relation to the Teachers' Standards *and* Upper Pay Range Criteria defined in Appendix B. It is the responsibility of the teacher to decide whether or not they wish to apply to be paid on the Upper Pay range. Appraisers should normally expect that teachers approaching the top of the Main Pay Range will apply to transfer to the UPR, if they have not already done so, unless they have stated that they do not wish to apply.

For teachers who have indicated an intention to apply to transfer to the UPR, it is important that where there is concern that a teacher will not fulfil the Upper Pay Range Criteria, the issues are raised with the teacher during the appraisal cycle. Relevant actions and support should be agreed in order for the teacher to address the areas where there is concern.

In order for an appraisal review to be deemed unsuccessful, in relation to meeting and sustaining UPR criteria, this must be raised during the annual appraisal cycle and recorded in writing. Also the issues will not have been sufficiently addressed by the teacher, following support and feedback provided by the school. Furthermore, the teacher should be provided in writing with clear feedback as to whether they are continuing to successfully meet the Teachers' Standards.

The application will be assessed by the Headteacher.

The recommendation in relation to a teacher's application to be paid on UPR will be considered by the Governing Board, who must be satisfied that a) and b) above are met.

## **Process and Procedures**

The assessment will be made within 15 working days of the deadline for receipt of applications, at the outside. Applicants will all be informed of the outcome and when the Headteacher's assessment will be reported to the Governing Board.

If the applicant is unsuccessful, feedback will be provided by the Headteacher (or other senior leader as determined by the school). Feedback will be provided verbally within 10 working days of the Governing Board's determination and be confirmed in writing within a further 10 days. It will be made clear in the feedback where the criteria for moving to the Upper Pay Range were deemed not to be met and details of how to submit an appeal provided, including the timescale for the process.

Any appeal against a decision not to move a teacher to UPR will be determined through the hearing and appeal process detailed in paragraph 4.10 of this policy.

Successful applicants will move to UPR from 1 September (i.e. backdated if the application was received between 1 September and 31 October). For initial applications to be paid on UPR, successful applicants will be placed at the level determined by the Governing Board.

### 6.11 Post Threshold Teachers/Progression on the Upper Pay Range

Teachers will be eligible for pay progression of at least one point up the scale defined by the Governing Board, following each successful appraisal review.

Progression on the UPR depends on the teacher's achievements and contribution to the school meeting the specified criteria.

The annual performance review will determine whether the teacher's performance has been 'highly competent, substantial and sustained', as defined in the Upper

Pay Range criteria. Appraisal reviews should show that the teacher has further developed their performance.

In order for an appraisal/performance review to be deemed 'unsuccessful' significant concerns about standards of performance not meeting expectations and/or progress towards objectives not being satisfactory, will have been raised during the annual appraisal cycle and recorded in writing.

Also, the concerns will not have been sufficiently addressed by the teacher, following support and feedback provided by the school, by the conclusion of the cycle.

## **6.12 Headteacher**

The Headteacher must demonstrate sustained high quality of performance, with particular regard to school leadership, management and pupil progress at the school and will be subject to a review of performance against performance objectives before any performance points will be awarded. When making a determination on pay progression the Governing Board must have regard to the recommendation on pay recorded in the Headteacher's appraisal review.

Annual pay progression within the range for this post is not automatic. Any progression will normally be by one point on the leadership range agreed by the Governing Board. The Governing Board may exercise the discretion available to award a further point for exceptional performance. Exceptional performance is defined as *that which significantly exceeds the expectations identified in the objectives or, in addition to successfully achieving performance objectives, the school is judged by external assessment to be significantly improved and/or delivering excellent provision.*

## **6.13 Deputy Headteachers and Assistant Headteachers and Heads of Faculty**

Deputy and Assistant Headteachers and any Heads of Faculty on the leadership pay range will be awarded additional points on the agreed leadership scale when

appraisal reviews, taking account of performance objectives, when they have demonstrated sustained high quality of performance in respect of school leadership and management and pupil progress.

When making a determination on pay progression the Governing Board must have regard to the recommendation on pay recorded in the teacher's appraisal review. Any progression will be of at least one point. The Governing Board may exercise the discretion available to award further progression for exceptional performance. Exceptional performance is defined as *that which significantly exceeds the expectations, identified in the objectives, in key areas of performance and where impact is validated.*

## **6.14 Leading Practitioners**

In order for leading practitioners to move up their individual pay range (as determined by the Governing Board) they must achieve a successful appraisal review. This will be determined in relation to meeting their objectives, which will be set in accordance with their job description and responsibilities of the post. Reviews will be deemed successful unless significant concerns about standards of performance and/or progress towards meeting objectives have been raised with the teacher during the appraisal cycle and recorded in writing. Also the concerns will not have been sufficiently addressed by the teacher, following support and feedback provided by the school, by the conclusion of the cycle.

When making a determination on pay progression the Governing Board must have regards to the recommendation on pay recorded in the teacher's appraisal review. Pay progression will be by at least one point on the teacher's pay range. The Governing Board has the discretion to consider further progression in circumstances of exceptional performance.

*Exceptional performance is defined as that which significantly exceeds the expectations set out in their objectives in key areas of performance and impact is validated.*

## **7.7 DISCRETIONARY ALLOWANCES AND PAYMENTS**

## 7.1 Safeguarded payments and allowances

Safeguarding will apply for three years whenever a teacher faces a reduction in salary as set out in the School Teachers' Pay & Conditions Document.

## 7.2 Teaching and Learning Responsibility Payments (TLRs)

TLRs are awarded to the holders of the posts indicated in the attached staffing structure and may only be awarded in the context of the School's Staffing Structure and Pay Policy. Teachers will not be required to undertake sustained responsibilities, additional responsibilities without payment of an appropriate permanent TLR1 or TLR2, unless paid on the leadership scale or in a Leading Practitioner post.

The values of the TLR1 and TLR2 posts to be awarded are set out below and will be increased by any national pay awards and cost of living increases.

*[The range of TLR1 and 2 posts included in the school staffing structure is shown on the attached documents at their original value before annual cost of living or other increases were triggered.]*

- **Criterion and factors for award of TLRs**

### Criterion

In accordance within the school's staffing structure, the Governing Board will award a TLR1 or TLR2 to a classroom teacher who is responsible and held accountable for undertaking a sustained additional responsibility, for the purpose of ensuring the continued delivery of high-quality teaching and learning. If the Governing Board wishes to create new TLR posts or to remove any from the structure they will need to conduct a review of the staffing structure. A teacher will continue to receive the TLR award while they remain in the same post and the TLR may be awarded to another teacher who occupies the same post, in the absence of the existing post holder.

### Factors

Before awarding a TLR, the relevant body must be satisfied that the teacher's duties include a significant responsibility that is not required of all classroom teachers, and that:

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

Before awarding a TLR 1, the relevant body must be satisfied that the significant responsibility referred to in the previous paragraph includes in addition line management responsibility for a significant number of people.

The Governing Board may award a third TLR (TLR3) to a classroom teacher on a temporary basis,

- for clearly time-limited school improvement projects
- or one-off externally driven responsibilities

Clear criteria for the award of a TLR3 will be set out. Factors (c) and (e) above do not have to apply to TLR3 posts.

As this would be a temporary addition to the staffing structure, the Governing Board will consult with the professional associations/unions concerning the rationale for the post, the level of payment and duration before the decision to make such a payment is made.

The annual value of a TLR3 must be no less than £571 and no greater than £2,833. The duration of the fixed term and payment must be established at the outset and payment should be made on a monthly basis for the duration of the fixed term. Teachers may be awarded more than one TLR3 and holders of TLR1 or TLR2 posts may also be awarded TLR3 posts. *A range of 3 suggested values, matching those adopted by the LA, are given in the Advice & Guidance Section.*

Where a TLR3 is awarded to a part-time teacher it is not paid on a pro-rata basis.

### 7.3 Values

The values of TLR1 and 2 payments must fall within the following ranges:

- a) the annual value of a TLR1 is no less than £8,291 and no more than £14,030 pa.
- b) the annual value of a TLR2 is no less than £2,873 and no more than £7,017 pa.
- c) the 2014 STPCD provided freedom from any required differentials between the value of TLRs awarded. *This Governing Board has determined that where TLRs of different values are awarded to two or more teachers, the maintenance of a minimum difference in value, between each award of a TLR1 of at least £1,500 and between each award of a TLR2 of at least £1,500, is considered in order to provide clear difference in the weight and scope of the roles which attract TLR payments.*

A teacher may not hold more than one TLR1 or TLR2 but holders of TLR1 or TLR2 posts may be awarded a TLR3. A TLR1 or 2 could be based on a job description that itemises several different areas of significant responsibility. A TLR1 or TLR2 is a payment attached to a post in the School's Staffing Structure and therefore

may only be held by two or more people, when job sharing that post. TLR1s and TLR2s awarded to part-time teachers must be paid pro-rata at the same proportion as the teacher's part-time contract. The TLR position itself must be a full-time equivalent post.

*[The school must set out the TLR values selected for the posts determined in their structure. The values adopted by the LA are shown in the Advice and Guidance Section. If a school wishes to adopt different values for TLR payments, than those adopted by the LA, they will need to formally consult with staff and recognised trade unions/professional associations.]*

## **7.4 Special Education Needs Allowances**

A SEN allowance of no less than £2,270 pa and no more than £4,479 pa is payable to a classroom teacher:

- In any SEN post that requires a mandatory SEN qualification.
- In a special school.
- Who teaches pupils in one or more designated classes or units in a school, or in the case of an unattached teacher in a local authority unit or service.
- In any non-designated setting that is analogous to a designated special class or unit, where the post:
  - a) involves a substantial element of working directly with children with SEN.
  - b) requires the exercise of a teacher's professional skills and judgement in the teaching of children with SEN and,
  - c) has a greater level of involvement in the teaching of children with SEN than is the normal requirement of teachers throughout the school or unit or service.

The Governing Board has determined that classroom teachers will be awarded SEN allowance of the following value(s) (.....) taking into account the structure of the school's SEN provision and:

- 1) Whether mandatory qualifications are required for the post.
- 2) The qualifications or expertise of the teacher relevant to the post and
- 3) the relative demands of the post.

*[The values adopted by the LA for Special Needs Allowances are shown in the Advice and Guidance Section. If a school wishes to adopt different values for SEN Allowances they would need to formally consult with the recognised trade unions/professional associations and staff.]*

If teachers have responsibilities that meet the principles for the award of a TLR payment, it is appropriate to award a TLR of a relevant value.

## 8. 8OTHER PAYMENTS

### 9. 8.1 Additional Payments

The Governing Board may make payments as they see fit to teachers (other than the Headteacher) in respect of:

- Those who undertake professional development outside of directed hours, where an additional payment at their substantive salary point (or they may be allowed an equivalent period of time off) in lieu may be paid.
- Those who undertake activities related to the provision of Initial Teacher Training (ITT) as part of the ordinary conduct of the school.
- Those who take part in out of school hours learning activities as agreed between the teacher and the Headteacher.
- Those who take on additional responsibilities and/or activities due to, or in respect of, the provision of services relating to the raising of educational standards to one or more additional schools.

Any payments made for continued professional development will exclude additional allowances and will be made through normal payroll arrangements.

## 10. 8.2 Recruitment and Retention Incentives and Benefits

The Governing Board may decide to exercise the discretion to award Recruitment and Retention Incentives and Benefits. If so, a list of subject areas and posts for which the Governing Board is likely to experience recruitment difficulties will be determined. The Governing Board will be advised by the Headteacher, and may access information available from Government, and other relevant sources. Headteachers may not be awarded recruitment and retention payments other than as reimbursement of reasonably incurred housing or relocation costs. All other recruitment and retention considerations in relation to a Headteacher must be taken into account when determining the Headteacher's pay range.

School Representatives of Professional Associations and Trade Unions will have been consulted about the adoption of recruitment and retention incentives/benefits before any decision is made by the Governing Board and the agreed list will be made available to staff. The Governing Board is mindful that if a recruitment and retention allowance is awarded to one teacher in a post, all other teachers in similar shortage subject posts should also be awarded the same level of allowance, unless there is good reason not to award the same payment.

When carrying out the statutory annual salary reviews, the Pay Policy Committee will decide whether recruitment and retention incentives and benefits should be offered to new or existing teachers, if so the nature, value, duration and the circumstances in which they will be paid. Where a teacher is given an incentive or benefit, written notification given at the time will state,

- Whether the award is for recruitment or retention
- The nature of the award, (cash sums, % up rate of salary, travel, housing costs, childcare, health provision etc)
- When/how it will be paid
- Unless it is a one off award the start date and duration of the incentive
- The basis for any uplifts which will be applied as applicable

#### Recruitment and Retention Allowances

The criteria for which the Pay Policy Committee may consider whether it is necessary to award a recruitment and retention allowance, will be:

- When a post has been widely advertised at least twice and it is not possible to appoint a suitable candidate.
- Post in shortage areas as defined by the Governing Board.
- A vacant post for which the school is likely to experience recruitment difficulties, based on prior experience.
- A post for which the school would probably experience recruitment difficulties if the post were to become vacant, based on prior experience and available information.

*(Please see Advice and Guidance Section for further guidance on how the school might implement the use of Recruitment and Retention Payments.)*

The relevant Governing Board Committee will not award a recruitment and retention allowance to a teacher whose performance has not been satisfactory in the last academic year, nor will a recruitment and retention allowance be paid during any period of unsatisfactory service. The Headteacher will advise the Committee on the award and continuation of recruitment allowances.

The Governing Board will review the level of payments annually.

The Governing Board will pay recruitment awards to \_\_\_\_\_ of £ \_\_\_\_\_ to be reviewed annually in the circumstances described above. The Governing Board will pay retention awards to \_\_\_\_\_ of £ \_\_\_\_\_ for \_\_\_\_\_ years. This may be extended in "exceptional circumstances". The use of any recruitment or retention payments will be reviewed at least every three years to ensure the criteria are still relevant.

After three years of the agreement to pay a recruitment and retention payment may be phased out in equal instalments over a period of time equivalent to the duration of the allowance to a maximum of three years.

#### Recruitment and Retention Benefits

The consideration of awarding such benefits as travel, housing costs, childcare, health provision etc. will be undertaken on a post by post basis taking into account:

- ❖ Any difficulties in attracting suitable applications for the post,
- ❖ Identified shortage areas,
- ❖ Specific identified challenges for prospective employees in attending for interview and/or accepting a post.

The extent of any award granted will be confirmed in writing by the Governing Board. Any ongoing benefit(s) will be awarded on a time limited basis, to a maximum of three years. Staff members may request the continuation of a benefit at the commencement of the academic year in which it is due to end and the Governing Board will consider, in the light of the awarding criteria, whether to renew the benefit for a new fixed term, give notice of cessation or provide for the benefit to be phased out.

No Recruitment or retention benefits will be awarded to a Headteacher where such reason or circumstance has already been taken into account in determining the ISR.

Any award, including a non-monetary benefit (which will be assigned a monetary value) must not cause the overall limit available for discretionary payments to Headteachers to be exceeded.

### 11. 8.3 Residential duties

Teachers working in residential special schools are normally entitled to be paid for residential duties in accordance with national agreements reached by the Joint Negotiating Committee for Teachers in Residential Establishments.

### 8.4 Honoraria

The Governing Board will not pay any honoraria to any member of teaching staff.

**SALARY STATEMENTS**

The School Teachers' Pay and Conditions Document requires that when the relevant body has determined the remuneration of a teacher, it must, at the earliest opportunity – and in any event not later than one month after the determination – ensure that the teacher is notified in writing of that determination.

Therefore, a Salary Statement will be issued to each teacher each year after the performance and statutory Salary Reviews.

A teacher's Salary Statement will show an assessment of basic salary and allowances. It will also include any safeguarding if appropriate.

The Statement will specifically include:

- The teacher's salary range (Main, Upper Pay Range, Leading Practitioner, Leadership Group)
- Any points awarded for experience/performance on the Main Pay Range and any performance points on the Upper (post Threshold) Pay Range
- Any TLR payment
- Any allowance for teaching children with Special Educational Needs
- Any Recruitment and Retention allowance and whether it is permanent or to be reviewed, including the date for review
- Any other appropriate allowances
- Any appropriate safeguarding
- The teacher's actual salary

*(Please note confidentiality statement in section 4.6)*

## 13. PAY POLICY ANNEXES

[Insert copy of the School's Staffing Structure and Implementation Plan, (where appropriate)]

### UPPER PAY RANGE PROGRESSION CRITERIA

#### **1. Professional Attributes**

- 1.1 Contribute significantly, where appropriate, to implementing workplace policies and practice and to promoting collective responsibility for their implementation.

#### **2. Professional knowledge and understanding**

- 2.1 Have an extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise learning to provide opportunities for all learners to achieve their potential.
- 2.2 Have an extensive knowledge and well-informed understanding of the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those related to public examinations and qualifications.
- 2.3 Have up to date knowledge and understanding of the different types of qualifications and specifications and their suitability for meeting learners' needs.
- 2.4 Have a more developed knowledge and understanding of their subjects/curriculum areas and related pedagogy, including how learning progresses within them.
- 2.5 Have sufficient depth of knowledge and experience to be able to give advice on the development and wellbeing of children and young people.

#### **3. Professional skills**

- 3.1 Be flexible, creative and adept at designing learning sequences within lessons and across lessons that are effective and consistently well-matched to learning objectives and the needs of learners and which integrate recent developments, including those relating to subject/curriculum knowledge.
- 3.2 Have teaching skills which lead to learners achieving well relative to their prior attainment, making progress as good as, or better than, similar learners nationally.
- 3.3 Promote collaboration and work effectively as a team member.
- 3.4 Contribute to the professional development of colleagues through coaching and Mentoring, demonstrating effective practice and providing advice and feedback.

**Request for Assessment to be  
Paid on the Upper Pay Range**

**This form should be handled in confidence at all times**

## Eligibility criteria

- In order to be assessed you will need to:
  - Hold Qualified Teacher Status on the date of your request; and
  - Be statutorily employed under the STPCD.
- All those wishing be paid on the Upper Pay Range will need to meet the criteria specified on the back of this form.
- Please enclose copies of the paperwork that forms the basis of the application to be paid on the Upper Pay Range.
- Print, sign and date the form, keeping a copy and pass it to your Headteacher by **31 October ....**

# UPPER PAY RANGE PROGRESSION CRITERIA

## **(1) Professional attributes**

- 1.1 Contribute significantly, where appropriate, to implementing workplace policies and practice and to promoting collective responsibility for their implementation.

## **(2) Professional knowledge and understanding**

- 2.1 Have an extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise learning to provide opportunities for all learners to achieve their potential.
- 2.2 Have an extensive knowledge and well-informed understanding of the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those related to public examinations and qualifications.
- 2.3 Have up-to-date knowledge and understanding of the different types of qualifications and specifications and their suitability for meeting learners' needs.
- 2.4 Have a more developed knowledge and understanding of their subjects/curriculum areas and related pedagogy including how learning progresses within them.

2.5 Have sufficient depth of knowledge and experience to be able to give advice on the development and wellbeing of children and young people.

**(3) Professional skills**

3.1 Be flexible, creative and adept at designing learning sequences within lessons and across lessons that are effective and consistently well-matched to learning objectives and the needs of learners and which integrate recent developments, including those relating to subject/curriculum knowledge.

3.2 Have teaching skills which lead to learners achieving well relating to their prior attainment, making progress as good as, or better than, similar learners nationally.

3.3 Promote collaboration and work effectively as a team member.

3.4 Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback.

# Part 1: Teacher details

To be completed by the teacher

## Personal details

**Surname** \_\_\_\_\_

**First name(s)** \_\_\_\_\_

**Previous surname (if applicable)** \_\_\_\_\_

**DfE number** \_\_\_\_\_

Performance Management/Appraisal Details:

Year(s) covered by Planning/Review Statement(s)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Schools covered by Planning/Review Statement \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Declaration by the teacher

I confirm that at the date of this request I meet the eligibility criteria and I submit appraisal reports and/or performance management statements covering the relevant period prior to this request for assessment against the Upper Pay Range Criteria.

**Signed** \_\_\_\_\_

**Date**  
\_\_\_\_\_  
\_\_\_\_\_

## Part 2: Actions for the Headteacher

Check that the teacher is eligible to be assessed, according to the requirements of the School's Pay Policy.

- Before assessing whether the teacher meets the criteria to be paid on UPR the Headteacher must first be satisfied, on the basis of the evidence contained in the appraisal reports and planning review statements, that the teacher meets the Teachers' Standards. If the Teachers' Standards are not met, you must write to the teacher setting out the rationale for the judgement.
- If the Teachers' Standards are met, the Headteacher then goes on to assess whether the teacher meets the criteria for UPR progression set out on Page 2 of this form, having regard to the evidence contained in the appraisal report and/or planning and review statements.
- Make an overall judgement on whether the criteria are met/not met.
- Complete the Headteacher's statement.
- Sign, date and copy the form.
- Promptly report this recommendation to the Governing Board for their ratification and inform the teacher.
- Inform the teacher in writing of the outcome within 20 working days of reporting to the Governing Board.
- Provide the teacher with a copy of the written feedback showing clearly where the Upper Pay Range criteria *have been met or not met*.
- It would be good practice to ensure the teacher's appraiser is informed of any recommendations for the teacher's future development.
- Where progress to the UPR is not awarded, provide the teacher with details of the school's procedure for making representations and for appeal.

## **Application to be paid on Upper Pay Range - Feedback**

### **To be completed by the Headteacher**

Name \_\_\_\_\_ of \_\_\_\_\_ teacher:

School/LA \_\_\_\_\_ service:

Please record your overall judgements below:

#### **Teachers' Standards**

To be successful, the teacher must meet the Teachers' Standards as well as the criteria for payment on the Upper Pay Range. If these have not been met, you should provide a detailed explanation below.

#### **Criteria to be paid on Upper Pay Range:**

If, in your assessment, the criteria have not yet been met, throughout the relevant period, please provide below a detailed explanation of your judgement.

Otherwise, please indicate any areas of particular strength and areas for further professional development for the teacher:

Teachers' Standards/UPR Criteria (please delete as appropriate) met/not met

Signature: \_\_\_\_\_ Print  
Name: \_\_\_\_\_

School \_\_\_\_\_ Name:  
\_\_\_\_\_

Date:  
\_\_\_\_\_

**NB** This page should be passed back to the teacher.

