



**Schools' Personnel:  
get the chemistry right**

# **MODEL PAY POLICY - TEACHING STAFF**

## **FOR MAINTAINED SCHOOLS, PRUs, ACADEMIES AND OTHERS**

*(NB. The discretionary policy set out within this document also applies to centrally employed teachers, as appropriate)*

**September 2023**  
**(Replaces September 2022 Revised April 2023 Edition)**



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**PAY POLICY FOR SCHOOLS:  
TEACHING STAFF**  
**(Also applicable to centrally employed teachers, as appropriate)**

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# 1. GENERAL ARRANGEMENTS

## **IMPORTANT NOTES RELATING TO TERMINOLOGY USED IN THIS DOCUMENT**

- (1) This policy may be adopted by maintained schools, PRUs, Academies and/or other schools. Therefore, where the words ‘Headteacher’, ‘Governing Body’, ‘Governors’ or ‘school’ are used in this document, this should also be interpreted (and can be adapted) to mean, or read, ‘Principal’, Chief Executive, Head of School, ‘Proprietor’, ‘PRU Management Committee’, Members, Directors, Board of Trustees, Local Governing Body, Governing Board, ‘PRU’, ‘Academy’ or ‘Academy Trust’ etc., as relevant to type of school and structure in place.
- (2) **Where the term ‘Pay Committee/Panel’ is used in this document, this is intended as a generic term**, meaning the Committee or Panel of the Governing Body that deals with pay matters. The actual name of the Committee or Panel may vary from school to school. It could, for example, also be known as the Staffing Committee/Panel or Finance Committee/Panel.
- (3) **Text shown in *italics* throughout this document indicates areas where the Governing Body has discretion over pay matters.** The content included here is the Local Authority’s discretionary policy in relation to pay for its centrally employed teachers.
- (4) **The discretionary policy set out within this document will also be applied to centrally employed teachers, as appropriate.** In these circumstances, the words ‘school’ or ‘Governing Body’ may also be interpreted to mean ‘unit’, ‘service’ or ‘Local Authority’. ‘Governors’ or ‘Head Teacher’ may also be interpreted as meaning ‘Assistant Director’, ‘Senior Officer of the Authority’, ‘Head of Service’ or ‘Manager’, as relevant.

### **(a) INTRODUCTION**

The Governing Body has responsibility for determining the School’s complement of staff and the structure of posts, as well as the pay of the staff employed at the School. It is important to the Governors of the School that we can be perceived by our staff to be acting fairly at all times. To achieve this end, and in order to be responsible and make consistent decisions in relation to pay determination, it is essential that we have a clear written policy to guide us.

In respect of teaching staff, the Governing Body must operate within the legal framework laid down within the School Teachers’ Pay and Conditions Document (STPCD). Under the STPCD, it is a statutory requirement for all Governing Bodies to have in place a pay policy for their teachers. When addressing pay matters, the Governors must also take account of the appraisal requirements set out in the Education (School Teachers’ Appraisal) (England) Regulations 2012 and any subsequent amendments (referred to as the 2012 Appraisal Regulations throughout this document). Where adopted by Academies and/or other types of school, these requirements will similarly apply.

The purpose of the Pay Policy is not to describe in detail all the provisions contained within the STPCD but to concentrate primarily on setting out, for staff, details of the Governors’ policy in relation to the use of their discretionary powers.

This policy is available to anyone wishing to view it and should be read in conjunction with the school’s Teacher Appraisal Policy.

### **(b) AIMS OF THE PAY POLICY**

- (i) To maintain and improve the quality of teaching and learning, as well as the general environment provided for all pupils by having in place a staffing structure and pay policy which support the school’s priorities and plans.
- (ii) To ensure that, in relation to teaching staff pay, the Governors operate within the legal framework of the School Teachers’ Pay and Conditions Document at all times, and take account of relevant statutory appraisal requirements.

- (iii) To enable the Governors to exercise their discretionary powers within the parameters of a clear framework for all categories of teaching staff.
- (iv) To support the recruitment and retention of a high quality workforce and to enable the school to recognise and reward teachers appropriately for their contribution.
- (iv) To indicate to all teaching staff that the determination and review of their pay is dealt with in a fair and responsible manner.

**(c) EQUAL OPPORTUNITIES**

The Governing Body is committed to providing equal opportunities for all staff in its employment practices, including recruitment and pay. It is intended that procedures for determining pay will also be consistent with the principles of public life – objectivity, openness and accountability.

All staff will be treated fairly, without preconceived bias or distinctions drawn on any grounds irrelevant to their employment. These may include, race, colour, nationality, ethnic or national origins, religion or belief, age, disability, gender, gender reassignment, sexual orientation, social, marital or civil status, for pregnancy or maternity reasons, for having responsibility for dependants, Trade Union involvement or any other grounds irrelevant to the needs of the School, post or salary.

All pay related decisions are taken in compliance with the following legislation: The Employment Rights Act 1996, The Employment Relations Act 1999, The Part-time Workers (Prevention of Less Favourable Treatment) Regulations 2000, The Fixed Term Employees (Prevention of Less Favourable Treatment) Regulations 2002 and The Equality Act 2010, together with any subsequent amendments. This legislation provides a clear legal framework to prevent such discrimination and places an obligation on the Governors to act fairly at all times.

The Governing Body will take positive measures to maintain and improve equality of opportunity for all. This will include:

- Undertaking audits of posts and pay positions and consideration of appropriate action to assist in addressing any equality issues (e.g. in relation to age, disability, race etc).
- Upholding a policy of equal pay for posts of equal responsibility. For example, TLR payments within the staffing structure will be attached to posts according to relative job weight and level of responsibility, following analysis of job descriptions. The same principles will apply also to other levels and types of post. This will help to ensure that pay decisions made are free from discrimination and are based only on the duties and requirements of the posts.
- Ensuring that vacant positions are as accessible as possible to all, e.g. to both men and women, those with disabilities, those who may have caring responsibilities etc. Flexible working arrangements will be considered in relation to any post. The aim is a supportive working environment and recognition of the right to a reasonable work/life balance for all.
- Carrying out performance related pay processes objectively, in a fair and transparent manner in accordance with this policy and the school's Appraisal Policy.
- Seeking to ensure that training and development opportunities within the control of the school, as well as other meetings, are as accessible as possible to all staff.
- On an ongoing basis, seeking to improve communications amongst the workforce, including those on maternity, adoption and other leave.

The Governing Body will consult with staff at regular intervals on equal opportunities issues but would also welcome, at any time, constructive suggestions to improve equality of opportunity for all.

**(d) DATA PROTECTION**

The *School/PRU* will collect and process personal data in full compliance with its obligations under the UK General Data Protection Regulation (GDPR) and the Data Protection Act 2018 by keeping employees' personal data up-to-date, by storing and destroying it securely, by not collecting or retaining excessive amounts of data, by protecting personal data from loss, misuse, unauthorised access and disclosure and by ensuring that appropriate measures are in place to protect personal data.

The *School/PRU* will keep employees' personal data confidential and share it only with persons with a genuine need to know, such as the Local Authority, Department for Education (DfE), Disclosure and Barring Service (DBS) and/or the Teaching Regulation Agency (TRA), in relation to relevant matters. The *School/PRU* may also share employees' personal data with other third parties, but only where this is necessary to comply with a legal obligation or is permitted under UK law.

For further information relating to the Data Protection arrangements, employees should refer to the *School's/PRU's* Privacy Notice and other associated documents. These can be located on the *School's/PRU's* website or otherwise by contacting the *School/PRU* Office.

## **(e) DECISION MAKING – RESPONSIBILITIES AND TIMESCALES**

### **(i) Policy Decisions and Reviews**

The Governing Body is responsible for establishing a pay policy and for ensuring that it is implemented as set out in its detailed provisions, in the manner intended. This policy was drawn up by the Pay Committee/Panel appointed by the Governing Body, the Headteacher and others, in consultation with staff representatives, for ratification by the full Governing Body. Where a change to the use of the Governors' discretionary powers is being considered, policy reviews will be carried out in a similar manner, as appropriate.

Pay increases dependent on performance, as well as the award of other discretionary payments, are entirely a matter for the Governing Body. They are funded from the school's overall budget, whether or not this includes an element of grant funding. The Governors must decide, each year, the sum of money available for discretionary salary payments. In these circumstances, the criteria set out in this policy for the use of the Governors' discretionary powers in relation to salary determination have necessarily tried to balance budgetary considerations and the need to recruit and retain staff with the need to act fairly.

From time to time a pay award may be applied to the minima and/or maxima of the national pay ranges set out in the STPCD. It is a statutory requirement that the Governing Body applies the uplift to the minima of the relevant pay ranges, i.e. to ensure that no teacher is paid below the national range. It should be noted that the application of any pay award to salaries/pay points above the range minima is at the discretion of the Governing Body.

Whilst the pay policy will normally be reviewed annually, the Governing Body reserves the right to undertake a review at any time it is considered necessary or appropriate. In any event, the pay policy will be reviewed at any time there may be a change in the statutory pay arrangements applicable to schoolteachers.

### **(ii) Timing of Pay Determinations and Written Notification**

In accordance with the requirements of the statutory STPCD, all teaching staff will receive a determination of salary:

- annually with effect from 1st September (even if there is no change) and, in addition,
- whenever a teacher takes up a new post on a date other than 1st September,
- where a teacher becomes entitled to be paid on the upper pay range or,
- at any other time a change is made to a teacher's salary in circumstances provided for in the STPCD.

A salary review will also be undertaken at other times, if necessary. This may, for example, be in relation to a change in the level of an allowance or payment awarded to a teacher, the expiry of a temporary allowance or payment or to rectify an error.

Teachers will be notified of their salary determinations, in writing, as set out below.

- **Leadership Group members** and those on the **Pay Range for Leading Practitioners** will be notified of the basis on which the salary has been determined and the criteria (including performance objectives where the teacher is not subject to the 2012

- Appraisal Regulations) on which it will be reviewed in the future;
- **Qualified Classroom Teachers** will be notified of their position within the **Main or Upper Pay Range**, as appropriate, together with details of the nature and value of any SEN allowance awarded and/or the annual value of any Teaching and Learning Responsibility (TLR) payment attached to the post. The nature of the significant responsibility for which the TLR was awarded will also be stated. Where a TLR3 is awarded, it will also be made clear that it is for a fixed period of time only and that safeguarding will not apply in any circumstances;
  - **Unqualified Teachers** will be notified of their position within the pay range for unqualified teachers, together with the value of, and reason for, any additional allowances awarded.

All teachers will also be notified of the details where a payment or position is for a fixed term only, including the end date and/or circumstances which will bring it to an end (particularly if occurring earlier than the stated date) and will also be notified of any payments or other financial benefits to be awarded for recruitment and retention or other purposes.

Where a teacher is in receipt of a **safeguarded salary**, this will be made clear. Safeguarding sums will be paid for a limited time only, in accordance with the statutory arrangements set out in the STPCD.

All teachers have access to a copy of the school's pay policy, together with the staffing structure, and are advised to familiarise themselves with these documents.

**The school's staffing structure, showing the types and levels of positions at the school, is attached at Appendix 6 to this document. (This includes an Implementation Plan where a revised structure has been agreed but has yet to be fully implemented).**

Additional Note: Salaries payable within the London Borough of Enfield are in accordance with the pay ranges applicable to the Outer London Area. Actual salary figures are available separately.

### **(iii) The Governing Body's Arrangements for Decision Making and Appeals**

**All teachers, including the Head teacher, are subject to the 2012 Appraisal Regulations, except** those on contracts of less than one term, those undergoing induction and those who are subject to capability procedures. All pay progression recommendations and decisions will, therefore, take account of whether or not a teacher is subject to these Regulations.

**The Governing Body has delegated pay decisions, within the framework laid down by the Pay Policy, to its Pay Committee/Panel.** In relation to performance-related pay increases, it is the responsibility of the Headteacher to ensure that information from the appraisal statement and the individual's overall performance is taken into account, with the assistance of other senior staff, as appropriate, and to make recommendations to the Pay Committee/Panel. Otherwise, other payments and allowances will be awarded in accordance with the criteria set out in this policy and may be dealt with by the Pay Committee/Panel or delegated to the Headteacher to act on the Committee/Panel's behalf.

**Details of the Pay Committee/Panel's Membership and Terms of Reference are attached at Appendix 1 to this document.**

**The Headteacher's own pay will be addressed by the Governors' Pay Committee/Panel,** informed by the appraisal statement, as well as overall performance, as appropriate, taking into account advice from the school's appointed external adviser. (This applies where the Headteacher is subject to the 2012 Appraisal Regulations, otherwise pay decisions will be informed by an appraisal of performance having regard to objectives agreed or set).

**All teachers are entitled to seek a review of any decision made by the Headteacher or Governing Body that affects their pay.** An Appeal Committee/Panel appointed by the Governing Body will deal with any appeal that may from time to time be submitted by a member of staff in relation to his/her salary. Any teacher seeking a review of a decision relating to his/her pay made by the Headteacher

and/or Pay Committee/Panel should refer to the:

**'Procedure for Dealing with Appeals against Teachers' Pay Decisions and Appraisal Statements' attached at Appendix 2 to this document.**

The salary of every teacher will be reviewed annually with effect from 1<sup>st</sup> September, in accordance with the following timetable:

- **The annual pay reviews for teaching staff below the Headteacher will be carried out as soon as possible and normally no later than 31<sup>st</sup> October** in the new academic year.
- **The annual pay review for the Headteacher will normally be carried out by no later than the end of the Autumn Term, i.e. 31<sup>st</sup> December.**

Written salary statements will be issued as soon as possible and, in any event, not later than one month after a pay determination has been made. Any increase that may be agreed will be effective from 1 September and backdated.

**Salary reviews may take place at other times of the year** to reflect any changes in circumstances or job description that affect the structure of the teacher's pay. **Applications to be paid on the Upper Pay Range will be dealt with under separate arrangements**, as set out in Section 3 and Appendix 5 of this policy.

#### **(f) COLLABORATION ARRANGEMENTS AND FEDERATIONS**

**School Federation arrangements** allow two or more schools to federate under one Governing Body, subject to the procedures set out in the relevant Regulations.

**School Collaboration arrangements** enable the Governing Bodies of two or more maintained schools to work together in relation to staffing functions. Each school within a collaborative arrangement will retain its own Governing body and will have joint committees. Collaborating Governing Bodies may delegate any of their functions to a joint committee in the same way that they may delegate them to a committee of a single Governing Body. (Similarly, one or more Governing Bodies may make collaboration arrangements with one or more Further Education Bodies).

**The framework for the above arrangements are set out in specific legislation relating to School Governance (Federations, Collaborations, Constitution and Procedures, as relevant) as well as within Education and Inspections, Standards and Framework Acts and School Staffing Regulations.** These apply to Federation and Collaboration arrangements, as appropriate.

Any references in this document to schools, Headteachers, Governing Bodies and Governing Body Panels shall, normally, also be taken to include:

- Schools, Headteachers, Governing Bodies and Panels working together under **Collaboration** arrangements (as well as Principals, Further Education Bodies and Committees, where relevant); and
- Those staff and others attached to, or associated with, schools which are part of a statutory **Federation** under the Federation Regulations and should be interpreted accordingly.

Similar arrangements may also apply in the case of PRUs and PRU Management Committees, as well as Academies and Proprietors, Governing Bodies and/or Academy Trusts, if relevant and/or applicable at any time.



## 2. THE LEADERSHIP GROUP

The Governing Body's arrangements for the implementation and use of its discretionary powers are as set out below.

### **(a) General**

The 2014 STPCD included **changes** to the determination of Leadership Group pay **which should only be applied to individuals:**

- appointed to a Leadership post on or after 1<sup>st</sup> September 2014; or
- whose responsibilities have significantly changed on or after that date.

In accordance with the arrangements introduced in 2014, the Governing Body may also choose to review the pay of all their Leadership posts under the new arrangements if they determine that this is required to maintain consistency either with pay arrangements for new appointments to the Leadership group made on or after 1<sup>st</sup> September 2014, or with pay arrangements for a member or members of the Leadership group whose responsibilities significantly change on or after that date. In these circumstances, the Governing Body reserves the right to review the pay of members of the Leadership group appointed prior to 1<sup>st</sup> September 2014, as allowed by the STPCD and set out above. The pay of Leadership members appointed prior to 1<sup>st</sup> September 2014 will otherwise continue under previous arrangements.

### **(b) Leadership Group Pay Range Applicable**

*The Leadership Group Pay range applicable is set out in the 'Teachers' Salaries' information sheet attached as Appendix 3 to this document.*

*It should be noted that the framework of the statutory School Teachers' Pay and Conditions Document allows the Governing Body discretion to increase or decrease the numbers and values of points within the Leadership Group Pay range as set out in Appendix 3. If at any time the Governing Body proposes to make such a change, consultation will first take place with the Teachers' Professional Associations. (It should additionally be noted that any changes proposed will not adversely affect the currently existing salary of staff in post).*

### **(c) The Headteacher**

#### **Headteacher Group Size –**

For the purposes of setting the Headteacher's pay range, the Governing Body will determine the group size, in accordance with the statutory formula set out in the STPCD. The Headteacher group size will be determined whenever it is proposed to appoint a new Head teacher, or at any other time it is considered to be appropriate or necessary.

When a Headteacher is appointed permanently to be responsible and accountable for more than one school, the Governing Body will base the determination of the Headteacher group on the total number of pupil units across all schools to give a group size for the Federation.

#### **Setting the Headteacher Pay Range –**

**The Governing Body will determine the Headteacher pay range whenever** it proposes to appoint a new Headteacher, if it is necessary to change the Headteacher group size or at any time it is considered necessary to reflect a significant change in the responsibilities of the post.

**When determining the Headteacher pay range, the Governing Body will take into consideration:**

- All of the permanent responsibilities of the role
- Any challenges that are specific to the role

- All other relevant considerations, including in relation to recruitment and retention.

Note also that, where the Headteacher and Governing Body take on significant additional responsibility for extended services for which the Head teacher is directly accountable to the Local Authority or the Children's Trust and is permanently appointed as Headteacher of this school, the Governing Body may, at its discretion, take this into account when setting the pay range. However, where the Headteacher has an interest in the quality of a service that is co-located on the school's site but is not responsible or accountable for that service, this is part of his/her core responsibilities and will not, therefore, be taken into account when setting the pay range.

***The Headteacher pay range will normally be determined within the overall range set out in the statutory STPCD, according to the school's calculated Headteacher group size.*** The salary ranges relating to the eight school Headteacher Group Sizes are shown in Appendix 3.

*(It should be noted that the framework of the statutory School Teachers' Pay and Conditions Document allows the Governing Body discretion to increase or decrease the numbers and values of points within the minima and maxima of the eight pay ranges. If at any time the Governing Body proposes to make such a change, consultation will first take place with the Teachers' Professional Associations. [It should additionally be noted that any changes proposed will not adversely affect the currently existing salary of staff in post]).*

***The pay range determined from within the relevant group size range will consist of a minimum of 7 points.*** The Governors may decide to set a longer range if this is considered appropriate, taking account of all the circumstances at the time.

*(It should be noted that if the numbers and/or values of points within the relevant Leadership Group pay range are increased or decreased at any time, at the Governing Body's discretion, the above arrangements for the minimum number of points applicable will be subject to review).*

**In relation to new appointments,** the Governing Body will wish to consider the requirements of the post and the extent to which their preferred candidate meets those requirements. As a result, it may be decided to adjust the range and/or starting salary if this is considered appropriate taking account of the relevant circumstances. *Starting salary will take into account all the prevailing circumstances and will also be linked to the background, knowledge, skills and abilities of the individual appointed to the post.* **In determining starting salary,** the Governing Body will ensure that there is appropriate scope within the range to allow performance related progression over time.

**In exceptional circumstances, the Headteacher's pay range, may exceed the maximum of the range** applicable to the relevant Head teacher group size above. This may be considered if the Governing Body determines that circumstances specific to the role, or candidate, warrant a higher than normal payment. However, the maximum of the Headteacher's pay range (and any additional 'Temporary Payments' – see below) will not exceed the maximum of the range applicable to the Headteacher group size by more than 25% unless there are wholly exceptional circumstances, supported by a business case. (The arrangements for making a business case in these circumstances are as set out overleaf).

**All decisions taken by the Governing Body** in relation to setting the Headteacher's pay range, including the reasons, will be recorded in writing.

### **Temporary Payments –**

**The Governing Body may determine that additional payments be made to the Headteacher for clearly temporary responsibilities or duties that are in addition to the post for which the salary has been determined.** These reasons for making any such payment will not previously have been taken into account when determining the Headteacher's pay range.

**The total sum of any temporary payments made to a Headteacher in any school year will not exceed 25% of the annual salary otherwise payable, and the total sum of salary and any other payments**

**will not exceed 25% above the maximum of the range for the Headteacher group size.** (This applies other than where a payment is in respect of relocation expenses relating solely to the personal circumstances of the Headteacher or in wholly exceptional circumstances, as referred to below).

#### **Exceeding the 25% Limit –**

**The Governing Body may determine that the total value of the Headteacher’s salary, including any temporary or other payments, will exceed the above limit only in wholly exceptional circumstances.**

In order to implement such a payment, the following steps will be taken:

- If it is considered that there are **exceptional circumstances** to warrant a payment in excess of the normal maximum limit, the relevant Governing Body Panel/Committee will make a **business case** for the payment to the full Governing Body.
- The Governing Body will then **seek external independent advice** from an appropriate person or body that can consider the provisions of the STPCD and whether they have been properly applied to the Headteacher’s pay and subsequently advise the Governing Body, before they decide whether it is justifiable to exceed the limit.
- There will be a **clear audit trail** for any advice given to the Governing Body and a full and accurate record of all decisions made by the Governing Body and the reasoning behind them.

**All decisions taken by the Governing Body in relation to determining additional payments to the Head teacher, including the reasons, will be recorded in writing.**

#### **(d) Deputy and Assistant Headteachers**

#### **Setting the Deputy and Assistant Headteacher Pay Ranges –**

**The Governing Body will determine the pay range(s) for any Deputy and Assistant Headteachers whenever** it proposes to appoint a new Deputy or Assistant Headteacher or at any time it is considered necessary to reflect a significant change in responsibilities.

**When determining a Deputy or Assistant Headteacher pay range, the Governing Body will take into consideration:**

- All of the permanent responsibilities of the role
- Any challenges that are specific to the role
- All other relevant considerations, including in relation to recruitment and retention.

***The pay range determined will consist of a minimum of 5 points. The Governors may decide to set a longer range if this is considered appropriate, taking account of all the circumstances at the time.***

*(It should be noted that if the numbers and/or values of points within the Leadership Group pay range are increased or decreased at any time, at the Governing Body’s discretion, the above arrangements for the minimum number of points applicable to individual ranges will be subject to review).*

**In relation to new appointments,** the Governing Body will wish to consider the requirements of the post and the extent to which their preferred candidate meets those requirements. As a result, it may be decided to adjust the range and/or starting salary if this is considered appropriate taking account of the relevant circumstances. *Starting salary will take into account all the prevailing circumstances and will also be linked to the background, knowledge, skills and abilities of the individual appointed to the post.* **In determining starting salary,** the Governing Body will ensure that there is appropriate scope within the range to allow performance related progression over time.

**The maximum of any Deputy or Assistant Headteacher pay range will not exceed** the maximum of the Head teacher group size for the school. Any Deputy or Assistant Headteacher pay range set will not overlap with the Headteacher’s pay range, other than in exceptional circumstances.

**All decisions taken by the Governing Body** in relation to setting a Deputy or Assistant Headteacher pay range, including the reasons, will be recorded in writing.

## **(e) All Leadership Group Members – Pay Progression**

### **Statutory Requirements –**

In accordance with the statutory requirements of the STPCD, the Governing Body will consider annually from 1<sup>st</sup> September whether or not to increase the salary of members of the Leadership group who have completed a year of employment\*\* since the previous annual pay determination and, if so, to what salary within the relevant pay range. (\*\*NB. The interpretation of a “year of employment” for this purpose is as set out in the STPCD, Section 2, Annex 2, Interpretation, Paragraph 6).

The statutory STPCD requires that annual pay progression arrangements put in place by the Governing Body, as set out below, are subject to the following:

- the decision whether or not to award pay progression must be related to the individual’s performance, as assessed through the school or authority’s appraisal arrangements in accordance with the 2012 Appraisal Regulations;
- a recommendation on pay must be made in writing as part of the individual’s appraisal report, and the Governing Body must have regard to this recommendation;
- where the individual is not subject to the 2012 Regulations, in order to reach a decision whether or not to award pay progression the Governing Body must seek to agree objectives with the individual relating to school leadership and management and pupil progress and, in the absence of such agreement, must set such objectives, and must appraise the performance of the individual taking account of those objectives;
- pay decisions must be clearly attributable to the performance of the individual;
- sustained high quality of performance having regard to the results of the most recent appraisal carried out in accordance with the 2012 Regulations or the objectives agreed or set should give the individual an expectation of progression up the pay range;
- where in accordance with the provisions of an earlier STPCD the Governing Body has determined a pay range the maximum of which exceeds the highest salary payable under the 2014 Document it must continue to pay any salary determined by reference to that pay range until such time as it reassesses the pay range for its leadership posts under the provisions of the 2014 Document.

In considering pay progression arrangements for members of the Leadership Group, the Governors will take full account of these requirements.

### **Annual 1<sup>st</sup> September Pay Progression Arrangements -**

In respect of **the Headteacher**, and working with the appointed external adviser, as appropriate, the Governing Body Pay Committee/Panel will agree or set objectives, appraise performance and determine pay in accordance with the requirements set out in the statutory STPCD and as referred to above. In respect of **Deputy and/or Assistant Headteachers**, as relevant, this will normally be carried out by the Headteacher or other Manager, as appropriate.

*For all Leadership Group members, a decision will be made annually, at the beginning of the appraisal period when the objectives are set, **whether either one or two point(s) will become payable from the 1<sup>st</sup> September** following completion of the review at the end of the appraisal period (subject to the individual range set not being exceeded). If a point(s) is payable, it will be made clear what needs to be achieved in terms of performance for the award to be made. Accordingly, the Governors (in respect of the Headteacher) or the Headteacher, or other Manager (in respect of Deputy and Assistant Headteachers, as relevant) will, where appropriate, be provided with details of any point, or points that may be available for the purpose of making any pay recommendation.*

*(It should be noted that if the numbers and/or values of points within the Leadership Group Pay Range are increased or decreased at any time, at the Governing Body’s discretion, the above arrangements for progression will be subject to review).*

## Pay Progression Criteria -

**Leadership Group members play a critical role in the life of the school. In addition to any objectives set, and to progress on their respective pay ranges where appropriate, all Leadership Group members will need to show that they are highly competent in all aspects of the Teachers' Standards.**

**Headteachers** will also need to demonstrate that they meet the high standards of '**Ethics and Professional Conduct**' expected of Headteachers as published in the DfE guidance 'Headteachers' standards 2020' and the **Ten Headteachers' Standards**, also set out there and reproduced below to progress on their respective Pay Ranges, if applicable. In order to progress on their own individual ranges, **other Leadership Group members** (which may include Heads of School, Associate Heads etc in a multi-Academy Trust, as well as Deputy and Assistant Heads in a single school) will be required to demonstrate high standards of ethics and professional conduct, as well as meeting the Headteacher Standards below, as appropriate and as they are relevant to their individual supporting roles within the Leadership Group.

### **The TEN STANDARDS:**

*The first six standards build on the teachers' standards, whereas the other four standards focus on Leadership responsibilities specific to headteachers.*

#### **1 – School Culture**

*Headteachers (and other Leadership Group members as relevant to their individual roles):*

- *establish and sustain the school's ethos and strategic direction in partnership with those responsible for governance and through consultation with the school community*
- *create a culture where pupils experience a positive and enriching school life*
- *uphold ambitious educational standards which prepare pupils from all backgrounds for their next phase of education and life*
- *promote positive and respectful relationships across the school community and a safe, orderly and inclusive environment*
- *ensure a culture of high staff professionalism.*

#### **2 - Teaching**

*Headteachers (and other Leadership Group members as relevant to their individual roles):*

- *establish and sustain high quality, expert teaching across all subjects and phases, built on an evidence-informed understanding of effective teaching and how pupils learn*
- *ensure teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains*
- *ensure effective use is made of formative assessment*

#### **3 – Curriculum and Assessment**

*Headteachers (and other Leadership Group members as relevant to their individual roles):*

- *ensure a broad, structured and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught*
- *establish effective curricular leadership, developing subject leaders with high levels of relevant expertise with access to professional networks and communities*
- *ensure that all pupils are taught to read through the provision of evidence-informed approaches to reading, particularly the use of systematic synthetic phonics in schools that teach early reading*
- *ensure valid, reliable and proportionate approaches are used when assessing pupils' knowledge and understanding of the curriculum*

#### **4 – Behaviour**

*Headteachers (and other Leadership Group members as relevant to their individual roles):*

- *establish and sustain high expectations of behaviour for all pupils, built upon relationships, rules and routines, which are understood clearly by all staff and pupils*

- ensure high standards of pupil behaviour and courteous conduct in accordance with the school's behaviour policy
- implement consistent, fair and respectful approaches to managing behaviour
- ensure that adults within the school model and teach the behaviour of a good citizen

## **5 – Additional and special educational needs and disabilities**

*Headteachers (and other Leadership Group members as relevant to their individual roles):*

- ensure the school holds ambitious expectations for all pupils with additional and special educational needs and disabilities
- establish and sustain culture and practices that enable pupils to access the curriculum and learn effectively
- ensure the school works effectively in partnership with parents, carers and professionals to identify the additional needs and special educational needs and disabilities of pupils, providing support and adaptation where appropriate
- ensure the school fulfils its statutory duties with regard to the SEND code of practice

## **6 – Professional Development**

*Headteachers (and other Leadership Group members as relevant to their individual roles):*

- ensure staff have access to high quality, sustained professional development opportunities, aligned to balance the priorities of whole-school improvement, team and individual needs
- prioritise the professional development of staff, ensuring effective planning, delivery and evaluation which is consistent with the approaches laid out in the standard for teachers' professional development
- ensure that professional development opportunities draw on expert provision from beyond the school, as well as within it, including nationally recognised career and professional frameworks and programmes to build capacity and support succession

## **7 – Organisational Management**

*Headteachers (and other Leadership Group members as relevant to their individual roles):*

- ensure the protection and safety of pupils and staff through effective approaches to safeguarding, as part of the duty of care
- prioritise and allocate financial resources appropriately, ensuring efficiency, effectiveness and probity in the use of public funds
- ensure staff are deployed and managed well with due attention paid to workload
- establish and oversee systems, processes and policies that enable the school to operate effectively and efficiently
- ensure rigorous approaches to identifying, managing and mitigating risk

## **8 – Continuous school improvement**

*Headteachers (and other Leadership Group members as relevant to their individual roles):*

- make use of effective and proportional processes of evaluation to identify and analyse complex or persistent problems and barriers which limit school effectiveness and identify priority areas for improvement
- develop appropriate evidence-informed strategies for improvement as part of well-targeted plans which are realistic, timely, appropriately sequenced and suited to the school's context
- ensure careful and effective implementation of improvement strategies, which lead to sustained school improvement over time

## **9 – Working in partnership**

*Headteachers (and other Leadership Group members as relevant to their individual roles):*

- forge constructive relationships beyond the school, working in partnership with parents, carers and the local community
- commit their school to work successfully with other schools and organisations in a climate of mutual challenge and support
- establish and maintain working relationships with fellow professionals and colleagues across other public services to improve educational outcomes for all pupils

## **10 – Governance and accountability**

*Headteachers (and other Leadership Group members as relevant to their individual roles):*

- *understand and welcome the role of effective governance, upholding their obligation to give account and accept responsibility*
- *establish and sustain professional working relationships with those responsible for governance*
- *ensure that staff know and understand their professional responsibilities and are held to account*
- *ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties.*

**Note:** *The ‘Headteachers’ Standards 2020’ replace the national standards of excellence for headteachers 2015. They are non-statutory and intended as guidance to be interpreted in the context of the school. The first section of the Standards, ‘Section 1: Ethics and professional conduct’ outlines the ethics and professional conduct expected. This is developed from part 2 of the teachers’ standards. As such, they consist of statements that define the behaviour and attitudes expected. The second section, ‘Section 2: Headteachers’ standards’, sets out the standards also reproduced above. The full DfE guidance on the ‘Headteachers’ standards 2020’ can be accessed via the following link: <https://www.gov.uk/government/publications/national-standards-of-excellence-for-headteachers/headteachers-standards-2020>*

*Further information, including sources of evidence, is contained within the school’s Appraisal Policy. In reaching a decision on the award of an increase, regard will be paid to the teacher’s appraisal statement.*

*Where a teacher has joined the school part way through the academic year, information from references and/or previous appraisal statements may be required in addition to the School’s own evidence of performance if it is otherwise insufficient to make an informed judgement.*

**Additional Note: Teachers on Maternity Leave and Disability-related Sickness Absences** – *When a teacher returns to work from maternity leave, she will be given any pay increase that she would have received, following appraisal, had she not been on maternity leave. Where possible, an appraisal will be carried out prior to a teacher going on maternity leave, even if this is early in the appraisal cycle. Pay determination will then be based on information/evidence gathered in the appraisal year up to the point of the teacher going on leave. If, however, the teacher is absent for the whole of the appraisal cycle, account will be taken of performance in previous and a judgement made on her ‘likely’ performance had she not been on leave.*

*Similar principles and options will be applied to any teacher who has been absent for disability-related/sickness reasons. Where a teacher returns to work following a disability-related absence, s/he will not be refused a pay increase that s/he would have received, following appraisal, had s/he not been absent for a reason related to disability and the refusal cannot be objectively justified.*

### 3. ALL TEACHERS BELOW THE LEADERSHIP GROUP

The Governing Body's arrangements for the implementation and use of its discretionary powers are as set out below. **(a)** below sets out general arrangements applicable to all teachers and **(b) to (f)** below set out the specific arrangements that apply to teachers on each of the Main and Upper Pay Ranges, Applications to be Paid on the Upper Pay Range, Leading Practitioners and Unqualified Teachers.

#### **(a) General**

The Governors' **normal policy on appointment is to pay** a teacher on the Main or Upper Pay Range, or an Unqualified Teacher, **in accordance with his/her previous salary position as far as is possible in the circumstances. However, it should be noted that the Governors also reserve the right to advertise and/or appoint to a post on a specific pay point, range or salary instead of on the basis of the policy and arrangements set out below.** (E.g., on the Main Pay Range only, on the minimum of the Main Pay Range, on a specific number of points on the Main Pay Range, on the Upper Pay Range only or on the minimum of the Unqualified Teachers' Pay Range). This may be because a particular level or type of background experience or knowledge is required and/or because of the nature of the role or position offered. It may also apply if an individual teacher would prefer to be appointed at a lower level of responsibility than that which would otherwise apply in his or her own case. Any decision by the Governors to recruit at a particular pay level will be made clear at the start of the process to enable an individual teacher to make his or her own informed decision about submitting an application or otherwise.

**Further pay progression** - In accordance with the statutory requirements of the STPCD, the Governing Body will consider annually from 1<sup>st</sup> September whether or not to increase the salary of teachers who have completed a year of employment\*\* since the previous annual pay determination and, if so, to what salary within the main or upper pay range, as relevant. (\*\*NB. The interpretation of a "year of employment" for this purpose is as set out in the STPCD, Section 2, Annex 2, Interpretation, Paragraph 6).

It should be noted that the STPCD requires the Governing Body to decide how pay progression will be determined, subject to the following:

- The decision whether or not to award pay progression must be related to the teacher's performance, as assessed through the school's appraisal arrangements in accordance with the 2012 Appraisal Regulations;
- A recommendation on pay must be made in writing as part of the teacher's appraisal report, and in making their decision the governing body must have regard to this recommendation;
- Where a teacher is not subject to the 2012 Appraisal Regulations, the Governing Body must determine through what process the teacher's performance will be assessed and a pay recommendation made for the purposes of making its decision;
- In the case of early career teachers (ECTs), the Governing Body must determine the teacher's performance and any pay recommendation by means of the statutory induction process set out in The Education (Induction Arrangements for School Teachers) (England) Regulations 2012, as amended. The Governing Body must also ensure that ECTs are not negatively affected by the extension of the induction period from one to two years. This change does not prevent the school from awarding pay progression to ECTs at the end of the first year;
- Pay decisions must be clearly attributable to the performance of the teacher in question;
- Continued good performance as defined by an individual school's pay policy should give a classroom or unqualified teacher an expectation of progression to the top of their respective pay range;
- A decision may be made not to award progression whether or not the teacher is subject to capability proceedings.

***Additional Note: Teachers on Maternity Leave and Disability-related Sickness Absences*** – When a teacher returns to work from maternity leave, she will be given any pay increase that she would have received, following appraisal, had she not been on maternity leave. Where possible, an appraisal will



be carried out prior to a teacher going on maternity leave, even if this is early in the appraisal cycle. Pay determination will then be based on information/evidence gathered in the appraisal year up to the point of the teacher going on leave. If, however, the teacher is absent for the whole of the appraisal cycle, account will be taken of performance in previous and a judgement made on her 'likely' performance had she not been on leave.

Similar principles and options will be applied to any teacher who has been absent for disability-related/sickness reasons. Where a teacher returns to work following a disability-related absence, s/he will not be refused a pay increase that s/he would have received, following appraisal, had s/he not been absent for a reason related to disability and the refusal cannot be objectively justified.

## **(b) Teachers on the Main Pay Range**

### **(i) Pay Range Applicable**

The Main Pay Range applicable is set out in the 'Teachers' Salaries' information sheet attached as Appendix 3 to this document.

It should be noted that the framework of the statutory School Teachers' Pay and Conditions Document allows the Governing Body discretion to increase or decrease the numbers and values of points within the Main Pay Range as set out in Appendix 3. If at any time the Governing Body proposes to make such a change, consultation will first take place with the Teachers' Professional Associations. (It should additionally be noted that any changes proposed will not adversely affect the currently existing salary of staff in post).

### **(ii) Pay on Appointment**

Subject to the maximum of the Main Pay Range not being exceeded, points will **normally** be awarded, on a discretionary basis, to **Early Career Teachers and those without any previous service in the maintained sector or under the terms of the School Teachers' Pay and Conditions Document arrangements** on the following basis –

- 1 point for every 5 years of work or activities outside teaching ('one-for-five' or 1:5) after the age of 18, or 1 point for every 2 years of work or activities ('one-for-two' or 1:2) depending upon the relevance to his/her teaching. This will include any work or activities after the age of 18, apart from the normal period(s) of study during which the teacher's degree and/or teaching qualifications were obtained.
- Points will be awarded for work or activities outside teaching on the basis of complete years. However, if the total period of the work or activities exceeds a whole number by six months or more by 1 September in any one year, service will be rounded up to the next full year. (Subject to a maximum limit of the award up to 1 point in respect of any one year).
- Points awarded for work or activities outside teaching, on the basis set out above, will be **limited to a maximum of three.**
- 1 point for each year of any teaching background completed. (At the discretion of the Head teacher, a "year" for this purpose will normally be interpreted as set out for other statutory purposes in the STPCD, Section 2, Annex 2, Interpretation, Paragraph 6).

**(It should be noted that if the numbers and/or values of points on the Governing Body's Main Pay Range be increased or decreased at any time, the above arrangements for the award of points will be subject to review).**

**Teachers currently in service under the School Teachers' Pay and Conditions Document arrangements** will normally be paid in accordance with their current salary position (or as otherwise advertised. See (a) above 'General'). However, in circumstances where the previous school's pay range

*differs, salary may be paid on the nearest or next highest point on the school's own range, if considered appropriate. An alternative could be to consider maintaining the teacher's salary at its current level with a view to bringing it into line with the school's range as soon as possible, where relevant. However, the specific arrangements will be at the discretion of the Head teacher, taking into account all the prevailing circumstances at the time. (See Appendix 4 for Examples of 'Dealing with Salary Issues that may arise on Appointing Teachers from Other Schools or Areas').*

*Where the appointment is to be effective from 1<sup>st</sup> September and a performance related pay increase would have been due for consideration, the school will consider the teacher's pay in accordance with its own policy for performance-related pay increases, as appropriate (see below). The teacher will need to provide evidence of performance in the form of his or her appraisal report for the year leading up to the appointment. This will be taken into account in relation to consideration for an increase, alongside any relevant information provided in references.*

*The award of a discretionary point, or points, in accordance with the Governors' policy above will be considered, as appropriate, only where it can be confirmed that point(s) for other work or activities have not previously been awarded.*

***Teachers returning after a break in service*** will normally be paid according to their last point, or salary position, payable (or as otherwise advertised. See (a) above 'General'). However, in circumstances where the previous school's pay range differed, the discretionary arrangements set out above in relation to teachers currently in service will apply, as appropriate. (Where a performance related increase would have been due for consideration at the time the break occurred, the principles set out above in relation to teachers currently in service and provision of evidence of performance will similarly apply).

*The award of a discretionary point, or points, in accordance with the Governors' policy, will be awarded only where it can be confirmed that point(s) for other work or activities has not previously been awarded. An additional point, or points, for any work or activities gained during the break in service may also be considered if it accords with the Governors' discretionary policy.*

*In circumstances where the teacher was last paid on an old, previously existing pay scale, or where the previous points position is unknown, the starting salary will be determined according to the governors' discretionary policy, as set out above (or as otherwise advertised. See (a) above 'General').*

### **(iii) Annual 1<sup>st</sup> September Pay Progression**

*In accordance with current arrangements for numbers and values of points within the range, teachers meeting the required criteria will normally move up the Main Pay Range, one point each year, effective from 1<sup>st</sup> September, until the Governing Body's maximum is reached.*

***(It should be noted that if the numbers and/or values of points on the Governing Body's Main Pay Range are increased or decreased at any time, the above arrangements for progression will be subject to review).***

*To achieve the annual increase, a teacher will need to have made good progress towards his/her appraisal objectives and have shown that s/he is competent in all elements of the Teachers' Standards.*

*Each teacher's career stage will be taken into account when consideration is given to the award of the next point on the range. Appraisal objectives will become more challenging as the teacher progresses up the main pay range. As appropriate, the Appraiser will be provided with details of the teacher's position on the range.*

*Judgments will be properly rooted in evidence. As a teacher moves up the main pay range, this evidence should show:*

- *an increasing positive impact on pupil progress*
- *an increasing impact on wider outcomes for pupils*

- improvements in specific elements of practice identified to the teacher, e.g. behaviour management or lesson planning
- an increasing contribution to the work of the school
- an increasing impact on the effectiveness of staff and colleagues

Further information, including sources of evidence is contained in the School's Appraisal Policy. Any increase will be clearly attributable to the performance of the teacher in question. In reaching a decision on the award of an increase, regard will be paid to the teacher's appraisal statement.

Early Career Teachers (ECTs) completing an Induction Period will not have been subject to the 2012 Appraisal Regulations during that time. Where an ECT is still progressing through his/her induction period at the time of the annual September pay review, the above arrangements for progression will be applied, as appropriate, taking into account information contained within his/her periodic assessments and any other supporting evidence. An ECT who is performing to the standard expected at this stage, will not be prevented from progressing on the pay range where s/he has a year's service. An ECT successfully completing his/her Induction period can expect to receive one additional point at the following annual September pay review (subject to the top of the pay range not being exceeded).

Where any other teacher is not subject to the 2012 Appraisal Regulations, pay progression will be considered taking into account the above factors and all the prevailing circumstances at the time, as appropriate.

Where a teacher has joined the school part way through the academic year, information from references and/or previous appraisal statements may be required in addition to the school's own evidence of performance if it is otherwise insufficient to make an informed judgement.

### **(c) Teachers on the Upper Pay Range**

#### **(i) Pay Range Applicable**

The Upper Pay Range applicable is set out in the 'Teachers' Salaries' information sheet attached as Appendix 3 to this document.

It should be noted that the framework of the statutory School Teachers' Pay and Conditions Document allows the Governing Body discretion to increase or decrease the numbers and values of points within the Upper Pay Range as set out in Appendix 3. If at any time the Governing Body proposes to make such a change, consultation will first take place with the Teachers' Professional Associations. (It should additionally be noted that any changes proposed will not adversely affect the currently existing salary of staff in post).

***In relation to the above paragraph, it is important to be aware that the Governing Body of this school moved from the 3-point Upper Pay Range that was in place until 31st August 2022 to a NEW 5-point Upper Pay Range effective from 1<sup>st</sup> September 2022. The minimum and maximum points of the Upper Pay Range will remain the same but with three interim points rather than the previous one, middle, point between the minimum and the maximum. With a longer pay range in place, progression for those eligible teachers meeting the performance-related criteria will take place annually rather than biennially as had been the case prior to 1<sup>st</sup> September 2022 (see (iii) overleaf).***

#### **(ii) Pay on Appointment**

Teachers currently in service under the School Teachers' Pay and Conditions Document arrangements and paid on the upper pay range, or previous upper pay scale, or those returning after a break, will normally be paid in accordance with their current or last salary position (or as otherwise advertised. See (a) above 'General'). However, in circumstances where the previous school's pay range differs, salary may be paid on the nearest or next highest point on the school's own range, if considered appropriate. An alternative could be to consider maintaining the teacher's salary at its current level with a view to bringing it into line with the school's range as soon as possible, where relevant.

However, the specific arrangements will be at the discretion of the Head teacher, taking into account all the prevailing circumstances at the time. (See Appendix 4 for Examples of 'Dealing with Salary Issues that may arise on Appointing Teachers from Other Schools or Areas').

Where the appointment is to be effective from 1<sup>st</sup> September when a performance related pay increase is due for consideration, the teacher will need to provide evidence of performance. This should be in the form of his or her most recent appraisal reports (normally the last one or two, at the discretion of the Headteacher) in the period leading up to the appointment and any other relevant evidence to show that he or she meets the school's own criteria. This will be taken into account in relation to consideration for an increase, alongside any relevant information provided in references. (As appropriate, this principle will apply similarly where a teacher is returning after a break and an increase would have been due for consideration at the time the break occurred).

Where the teacher is returning after a break in service and the previous points position is unknown, placement on the upper pay range, or otherwise, will be at the discretion of the Head teacher. This may include submitting an application to be paid on the upper pay range in relevant circumstances. (Alternatively, the post may have been advertised at a specific level. See (a) above 'General').

The statutory STPCD refers to categories of teacher who must be paid on the upper pay range while remaining at the school. This includes, for example those who were previously members of the Leadership Group for a specified period. The STPCD also refers to categories of teacher who may be paid on the upper pay range at the governing body's discretion. Normally, the governing body will pay such teachers on the upper pay range in circumstances where they have met, or are deemed by the school to have met, the required standards by virtue of their employment in a previous, relevant role. Consideration will be given at the time whether to pay the teacher on, or above, the minimum of the range taking into account all the prevailing circumstances and arrangements set out elsewhere in this policy. Account will also be taken of any pay progression a teacher may have made in previous employment [outside of the framework of the STPCD] which was based on an assessment of standards and contribution comparable to the requirements for progression on the upper pay range in accordance with the school's policy and arrangements.

Once an appointment has been taken up, further progression [where applicable] will be as set out below).

### **(iii) Annual 1<sup>st</sup> September Pay Progression**

As set out in (c) (i) above, the Governing Body of this school has moved from the previously existing 3-point Upper Pay Range in place until 31st August 2022 to **a new 5-point Upper Pay Range effective from 1<sup>st</sup> September 2022.** The minimum and maximum points of the Upper Pay Range will remain the same but with three interim points rather than the pre-existing one, middle, point between the minimum and the maximum. With a longer pay range in place, those eligible teachers meeting the required performance-related criteria will normally move up the Upper Pay Range, one point each year, effective from 1<sup>st</sup> September, until the Governing Body's maximum is reached (rather than every two years as had been the case prior to 1<sup>st</sup> September 2022. See (iii) overleaf).

**(It should be noted that if the numbers and/or values of points on the Governing Body's Upper Pay Range are increased or decreased at any time, the above arrangements for progression will be subject to review).**

To progress on the upper pay range, it is the governing body's expectation that the following factors will be taken into account:

- the evidence base, which should show that the teacher has had a successful appraisal and has made good progress towards objectives;
- evidence that the teacher has maintained the criteria set out in the statutory STPCD and in the School's Pay Policy - namely that the teacher is '**highly competent**' in all elements of the relevant standards; and that the teacher's achievements and contribution to an

educational setting or settings are **'substantial'** and **'sustained'**. **The meaning of these criteria is set out below.**

**'highly competent'**: the teacher's performance is assessed as having excellent depth and breadth of knowledge, skill and understanding of the Teachers' Standards in the particular role s/he is fulfilling and the context in which s/he is working.

**'substantial'**: the teacher's achievements and contribution to the school and/or another educational setting or settings (as relevant) are significant, not just in raising standards of teaching and learning in his/her own classroom, or with his/her own groups of children, but also in making a significant wider contribution to school improvement, which impacts on pupil progress and the effectiveness of staff and colleagues.

**'sustained'**: the teacher will have had a successful appraisal(s) in this School/PRU and have made consistently good progress towards his/her objectives during this period. S/he will have been expected to have shown his/her teaching expertise has grown over the relevant period and is consistently good to outstanding. The teacher's performance will have been highly competent and his/her achievements and contributions consistently sustained on an ongoing basis throughout the appraisal period.

Further information, including sources of evidence is contained within the School's Appraisal Policy. Pay progression on the Upper Pay Range will be clearly attributable to the performance of the individual teacher. In reaching a decision on the award of an increase, regard will be paid to the teacher's appraisal statement.

Where a teacher is not subject to the 2012 Appraisal Regulations, pay progression will be considered taking into account the above factors and all the prevailing circumstances at the time, as appropriate.

Where a teacher has joined the school part way through the academic year, information from references and/or previous appraisal statements may be required in addition to the school's own evidence of performance if it is otherwise insufficient to make an informed judgement.

#### **(d) Applications to be Paid on the Upper Pay Range**

In accordance with the statutory STPCD, a qualified teacher may apply to be paid on the upper pay range and will be successful if the following criteria are met:

- (a) the teacher is **highly competent** in all elements of the relevant standards\*; and
- (b) the teacher's achievements and contribution to an educational setting or settings\*\* are **substantial and sustained**.

(\* "Relevant standards" means the Teachers' Standards. \*\*"Educational setting" is as defined in the STPCD, Section 2, Annex 2, Interpretation, Para 1 or as otherwise determined by the governing body to be relevant in the circumstances).

It is for each individual school to interpret the statutory criteria set out in (a) and (b) above and to put in place arrangements for handling applications. In these circumstances, **the Governing Body's specific criteria, timescales and the process for submitting and dealing with an 'Application to be Paid on the Upper Pay Range' are set out in Appendix 5.**

#### **(e) The Pay Range for Leading Practitioners**

##### **(i) Pay Range Applicable**

The Leading Practitioner Pay Range applicable is set out in the 'Teachers' Salaries' information sheet attached as Appendix 3 to this document.

It should be noted that the framework of the statutory School Teachers' Pay and Conditions Document allows the Governing Body discretion to increase or decrease the numbers and values of points within

*the Leading Practitioner Pay Range as set out in Appendix 3. If at any time the Governing Body proposes to make such a change, consultation will first take place with the Teachers' Professional Associations. (It should additionally be noted that any changes proposed will not adversely affect the currently existing salary of staff in post).*

## **(ii) Setting the Individual Pay Range**

*The Governors have discretion to establish a pay range for each post between the minimum and maximum of the range established nationally.*

*In determining the length and position of one or more pay ranges, which may not be identical, the Governors will take account of the challenge and demands of the post(s) and be mindful of internal pay relativities.*

*The primary purpose of the role of a teacher on the pay range for Leading Practitioners is to model and lead improvement of teaching skills. Specific Job Descriptions will be drawn up if and when it is decided to recruit. It is expected that any such positions will take a leadership role in developing, implementing and evaluating policies and practices that contribute to school improvement. This might include:*

- coaching, mentoring and induction of teachers, including trainees and NQTs;*
- disseminating materials and advising on practice, research and continuing professional development provision;*
- assessment and impact evaluation, including through demonstration lessons and classroom observation; and*
- helping teachers who are experiencing difficulties.*

*The role may also require the teacher to undertake work in other schools or in relation to teachers from other schools.*

## **(iii) Pay on Appointment**

*On appointment, a decision will be made in relation to the placement of any newly appointed Leading Practitioner on the established range. Starting salary will take into account all the prevailing circumstances and will also be linked to the background, knowledge, skills and abilities of the individual appointed to the post. In determining starting salary, the Governing Body will ensure that there is appropriate scope within the range to allow performance related progression over time.*

## **(iv) Annual 1<sup>st</sup> September Pay Progression**

*Teachers meeting the required criteria will normally move through the individual range established for the post within the Leading Practitioner Pay Range, as determined by the Governing Body, until the Governing Body's maximum is reached. Any increases will be effective from 1<sup>st</sup> September.*

*A decision will be made annually, at the beginning of the appraisal period when the objectives are set, whether either one or two point(s) will become payable from the 1<sup>st</sup> September following completion of the review at the end of the appraisal period (subject to the individual range set for the post not being exceeded). Accordingly, the Head teacher, or other Manager will, where appropriate, be provided with details of any point, or points that may be available to him or her for the purpose of making any pay recommendation.*

***(It should be noted that if the numbers and/or values of points on the Governing Body's Pay Range for Leading Practitioners are increased or decreased at any time, the above arrangements for progression will be subject to review).***

*To progress on the pay range, the evidence should show the Leading Practitioner:*

- has made good progress towards his/her objectives;*
- is an exemplar of teaching skills, which should impact significantly on pupil progress, within school and within the wider school community, if relevant;*

- has made a **substantial** impact on the effectiveness of staff and colleagues, including any specific elements of practice that have been highlighted as in need of improvement;
- is **highly competent** in all aspects of the Teachers' Standards;
- has shown strong leadership in developing, implementing and evaluating policies and practice in their workplace that contribute to school improvement.

**“Substantial” and “Highly competent” are as defined under (c) above.**

Further information, including sources of evidence is contained within the School's Appraisal Policy. Pay progression on the Pay Range for Leading Practitioners will be clearly attributable to the performance of the individual teacher. In reaching a decision on the award of an increase, regard will be paid to the teacher's appraisal statement.

Where a teacher is not subject to the 2012 Appraisal Regulations, pay progression will be considered taking into account the above factors and all the prevailing circumstances at the time, as appropriate.

Where a teacher has joined the school part way through the academic year, information from references and/or previous appraisal statements may be required in addition to the school's own evidence of performance if it is otherwise insufficient to make an informed judgement.

## **(f) Unqualified Teachers**

### **(i) Pay Range Applicable**

The Unqualified Teacher Pay Range applicable is set out in the 'Teachers' Salaries' information sheet attached as Appendix 3 to this document.

It should be noted that the framework of the statutory School Teachers' Pay and Conditions Document allows the Governing Body discretion to increase or decrease the numbers and values of points within the Unqualified Teacher Pay Range as set out in Appendix 3. If at any time the Governing Body proposes to make such a change, consultation will first take place with the Teachers' Professional Associations. (It should additionally be noted that any changes proposed will not adversely affect the currently existing salary of staff in post).

### **(ii) Pay on Appointment**

#### **All Unqualified Teachers -**

Subject to the maximum of the Unqualified Teacher Pay Range not being exceeded, points will **normally** be awarded, on a discretionary basis, to **Teachers without any previous service in the maintained sector or under the terms of the School Teachers' Pay and Conditions Document arrangements** on the following basis –

- 1 point for every 5 years of work or activities outside teaching ('one-for-five' or 1:5) after the age of 18, or 1 point for every 2 years of work or activities ('one-for-two' or 1:2) depending upon the relevance to his/her teaching. This will include any work or activities after the age of 18, whether in paid employment or not.
- Points will be awarded for work or activities outside teaching on the basis of complete years. However, if the total period of the work or activities exceeds a whole number by six months or more by 1 September in any one year, service will be rounded up to the next full year. (Subject to a maximum limit of the award up to 1 point in respect of any one year).
- Points awarded for work or activities outside teaching, on the basis set out above, will be **limited to a maximum of three.**

- 1 point for each year of any teaching background completed. (At the discretion of the Head teacher, a “year” for this purpose will normally be interpreted as set out for other statutory purposes in the STPCD, Section 2, Annex 2, Interpretation, Paragraph 6).

**(It should be noted that if the numbers and/or values of points on the Governing Body’s Unqualified Teacher Pay Range are increased or decreased at any time, the above arrangements for the award of points will be subject to review).**

**Teachers currently in service under the School Teachers’ Pay and Conditions Document arrangements** will normally be paid in accordance with their current salary position (or as otherwise advertised. See (a) above ‘General’). However, in circumstances where the previous school’s pay range differs, salary may be paid on the nearest or next highest point on the school’s own range, if considered appropriate. An alternative could be to consider maintaining the teacher’s salary at its current level with a view to bringing it into line with the school’s range as soon as possible, where relevant. However, the specific arrangements will be at the discretion of the Head teacher, taking into account all the prevailing circumstances at the time. (See Appendix 4 for Examples of ‘Dealing with Salary Issues that may arise on Appointing Teachers from Other Schools or Areas’).

Where the appointment is to be effective from 1<sup>st</sup> September and a performance related pay increase would have been due for consideration, the school will consider the teacher’s pay in accordance with its own policy for performance-related pay increases, as appropriate (see below). The teacher will need to provide evidence of performance in the form of his or her appraisal report for the year leading up to the appointment. This will be taken into account in relation to consideration for an increase, alongside any relevant information provided in references.

The award of a discretionary point, or points, in accordance with the Governors’ policy above will be considered, as appropriate, only where it can be confirmed that point(s) for other work or activities have not previously been awarded.

**Teachers returning after a break in service** will normally be paid according to their last point, or salary position, payable (or as otherwise advertised. See (a) above ‘General’). However, in circumstances where the previous school’s pay range differed, the discretionary arrangements set out above in relation to teachers currently in service will apply, as appropriate.

The award of a discretionary point, or points, in accordance with the Governors’ policy, will be awarded only where it can be confirmed that point(s) for other work or activities have not previously been awarded. An additional point, or points, for any work or activities gained during the break in service may also be considered if it accords with the Governors’ discretionary policy.

In circumstances where the teacher was last paid on an old, previously existing pay scale, or where the previous points position is unknown, the starting salary will be determined according to the governors’ discretionary policy, as set out above.

**Additional Allowance for Overseas Trained Teachers and those on employment-based routes to Teaching only -**

Exceptionally, Overseas Trained Teachers from outside the EEA/Switzerland who are not recognised as qualified teachers in England and Wales and those on employment-based Schemes working towards gaining QTS will receive an additional allowance to enhance their pay position on the Unqualified Scale. The allowance will be paid in recognition of the teacher’s particular qualifications and background and/or the fact that s/he is working towards gaining qualifications and a background that bring added value to his/her role.

The allowance, known as the ‘Local Standard Rate’ (LSR) will be that applicable at the time of appointment. It will be paid as an addition to the teacher’s salary on the Unqualified Teachers’ Pay Range and will be updated in line with cost of living increases, where appropriate.



### **Other Additional Allowances Payable in Exceptional Circumstances -**

*TLR payments and Special Needs Allowances associated with the Main and Upper Pay Scales for Qualified Teachers do not apply to teachers on the pay scale for Unqualified Teachers.*

*There is, however, discretion to pay an additional allowance where it is considered, in the context of the staffing structure and pay policy, that the teacher has taken on a **sustained additional responsibility which is focused on teaching and learning and requires the exercise of a teacher's professional judgement.***

*In any such case, the Unqualified Teacher will be paid an additional allowance commensurate with the level of responsibility to be undertaken and taking account of the value of teaching and learning responsibility payments paid to qualified teachers.*

*There is also discretion to pay an additional allowance where it is considered that, in the context of the staffing structure and pay policy, the teacher has **qualifications or a background of other work or activities which bring added value to the role s/he is undertaking.***

*In these circumstances an allowance may, from time to time, be paid for particular special needs work where an unqualified teacher's particular qualifications, background and/or expertise make this appropriate to the role. The amount of any allowance would take into account the value of any Special Needs Allowance paid to Qualified Teachers).*

**Unqualified Teachers Becoming Qualified** – *On obtaining qualified teacher status, an unqualified teacher at the school will transfer to the next highest point on the Main Pay Range above his/her basic salary as an unqualified teacher, or have an assessment carried out according to the governors' discretionary policy, whichever is higher.*

#### **(iii) Annual 1<sup>st</sup> September Pay Progression**

*In accordance with current arrangements for numbers and values of points within the range, teachers meeting the required criteria will normally move up the Unqualified Teacher Pay Range, one point each year, effective from 1<sup>st</sup> September, until the Governing Body's maximum is reached.*

***(It should be noted that if the numbers and/or values of points on the Governing Body's Main Pay Range are increased or decreased at any time, the above arrangements for progression will be subject to review).***

*To achieve the annual increase a teacher will need to have made good progress towards his/her appraisal objectives and have shown that s/he is competent in all elements of the Teachers' Standards.*

*Judgments will be properly rooted in evidence. As unqualified teachers move up the range, this evidence should show:*

- *an improvement in teaching skills*
- *an increasing positive impact on pupil progress*
- *an increasing impact on wider outcomes for pupils*
- *improvements in specific elements of practice identified to the teacher*
- *an increasing contribution to the work of the school*
- *an increasing impact on the effectiveness of staff and colleagues*

*Further Information, including sources of evidence, is contained within the School's Appraisal Policy. Pay progression on the Unqualified Teacher Pay Range will be clearly attributable to the performance of the individual teacher. In reaching a decision on the award of an increase, regard will be paid to the teacher's appraisal statement.*

*Where a teacher is not subject to the 2012 Appraisal Regulations, pay progression will be considered taking into account the above factors and all the prevailing circumstances at the time, as appropriate.*

*Where a teacher has joined the school part way through the academic year, information from references and/or previous appraisal statements may be required in addition to the school's own evidence of performance if it is otherwise insufficient to make an informed judgement.*

*The school's current policy is that no additional point(s) will be awarded to any teacher for exceptional performance.*

#### **4. ADDITIONAL TLR PAYMENTS AND SEN ALLOWANCES**

The Governing Body's arrangements for the implementation and use of its discretionary powers are as set out below. It should be noted that, in accordance with the requirements of the statutory STPCD, TLR and SEN Allowances may only be awarded to teachers on the Main or Upper Pay Ranges. They do not apply to other categories of teacher.

##### **(a) Teaching and Learning Responsibility (TLR) Payments – TLR1 and TLR2**

TLR1 and TLR2 payments will be awarded according to the criteria set out in the statutory STPCD. The Governing Body will award any such payments within the minimum and maximum range specified in the STPCD and set out at Appendix 3 to this document, at the levels agreed by the Governing Body in accordance with the school's agreed staffing structure.

All TLR payments will be linked to clearly defined job descriptions. Recruitment to any available TLR positions will take place in accordance with the school's normal procedures.

Where a payment is awarded for a fixed term, to cover a post in the staffing structure for reasons of secondment, maternity leave, sick leave or a vacancy pending permanent appointment the specific arrangements, including the reason and period of the award, will be made clear. In accordance with the requirements of the STPCD a temporary award will not be made for any other reason.

A teacher who holds a TLR1 or TLR2 on a temporary basis or who is on a fixed-term contract will not receive a safeguarded sum when the TLR comes to an end, unless the TLR is ended earlier than specified and his/her contract extends beyond the date when the TLR ends.

Where a TLR 1 or 2 is awarded to a part-time teacher it will be paid pro-rata at the same proportion as the teacher's part-time contract.

No teacher may hold more than one TLR1 or TLR2 payment concurrently.

##### **(b) Teaching and Learning Responsibility (TLR) Payments – TLR3**

The Governing Body may from time to time decide to award a fixed-term TLR3 payment, at an appropriate value within the limits allowed by the statutory STPCD and as set out in Appendix 3 to this document, for clearly time-limited school improvement projects, one-off externally driven responsibilities or where teachers are undertaking planning, preparation, coordination of, or delivery of tutoring to provide catch-up support to pupils on learning lost to the pandemic, and where that tutoring is taking place outside of normal directed hours but during the school day.

Appropriate recruitment arrangements will be put in place according to the circumstances and nature of the fixed-term task requirements. The specific arrangements, including the nature of the task and duties required, the level of payment applicable and the fixed-term duration of the award will be established and made clear at the outset. Payment will normally be made on a monthly basis for the duration of the fixed term.

The minimum and maximum amounts for the TLR3 payment range set out in the statutory STPCD are annual values. Where a TLR3 is awarded with a fixed term of less than one year, then the total value will be determined proportionately to the annual value. However, it should be noted that the value

will not be amended to reflect the part-time hours of an individual teacher in receipt of the award. The pro-rata principle does not apply to TLR3s.

Consecutive TLRs will not normally be awarded for the same responsibility unless the responsibility relates to tutoring, as referred to above. TLR3s are not subject to safeguarding.

In relevant circumstances, a TLR3 payment may be awarded to a teacher already in receipt of a TLR1 or TLR2 payment.

### **(c) Special Needs Allowances**

Schools Other Than Special Schools - If applicable, a Special Needs Allowance will be awarded to teachers occupying posts which meet the mandatory criteria set out in the statutory STPCD.

Special Schools Only - Under the terms of the STPCD, all qualified classroom teachers will be awarded a Special Educational Needs Allowance. **The school's staffing structure, at Appendix 6, includes details of the Governing Body's arrangements for making payments within the SEN Allowance Range,** as allowed by the STPCD for teachers on the Main or Upper Pay Ranges.

## **5. OTHER ALLOWANCES AND SALARY PROVISIONS**

### **(a) ACTING ALLOWANCES**

An acting allowance may be payable to a member of staff carrying out the duties of a post at a higher level. The pay committee will consider eligibility for an acting allowance in accordance with the relevant provisions of the STPCD.

Any member of staff in receipt of an acting allowance will be subject to all the conditions of employment appropriate to the post to which s/he is temporarily being paid to fill.

Note that, in the absence of the Headteacher, any Deputy Headteacher can be required to assume all the professional duties of the Head Teacher as this forms part of a Deputy Headteacher's professional responsibilities, as set out in the School Teachers' Pay and Conditions Document. An Assistant Headteacher, or another teacher, can agree to do so, but cannot be required.

### **(b) RECRUITMENT AND RETENTION INCENTIVES AND BENEFITS**

The STPCD allows the Governing Body to make payments or provide other financial assistance, support or benefits to a teacher, as an incentive for the recruitment of new teachers, or retention of existing teachers. *This discretion may, therefore, be exercised from time to time. Where this is the case, the reasons and specific arrangements put in place will be made clear at the time.*

As required by the statutory STPCD, the Governing Body will conduct a regular formal review of any such awards made. Therefore, awards will only be given for a fixed time period and should not be viewed as regular or continuing payments or benefits.

Written notification will be given to a teacher at the time of any award made, stating, in particular:

- whether the award is for recruitment or retention;
- the nature of the award (eg. Time-limited allowance, cash sum, season ticket loan, salary advance for rental deposit, contribution towards relocation costs);
- when/how it will be paid (as applicable);
- unless it is a 'one-off' award, the start date and expected duration of the incentive;
- the review date after which it may be withdrawn; and
- the basis of any uplifts to be applied, if applicable.

Any salary advance, or an incentive or loan requiring repayment will also require a written agreement relating to its terms.

Note that Headteachers, Deputy Headteachers and Assistant Headteachers may not be awarded payments under this heading other than as reimbursement of reasonably incurred housing or relocation costs. All other recruitment and retention considerations in relation to a Headteacher, Deputy Headteacher or Assistant Headteacher must be taken into account when determining his/her pay range.

(Note: Where a recruitment or retention incentive or benefit has been awarded to a Headteacher, Deputy Headteacher or Assistant Headteacher under a previous STPCD and the school's pay policy then, subject to review, the relevant body may continue to make that payment at its pre-existing value until such time as the respective pay range is determined under the pay arrangements set out in the current STPCD).

**(c) PAYMENT FOR CONTINUING PROFESSIONAL DEVELOPMENT OUTSIDE THE SCHOOL DAY**

*At present, it is not anticipated that staff will be asked to undertake Continuing Professional Development outside the school day and additional payments for this purpose are not relevant. Should the matter arise, a decision will be made at the time in relation to an appropriate hourly or daily rate of pay and will depend upon the nature of the CPD activity, reason(s) for it being undertaken outside of school hours and the prevailing circumstances. It is likely that the principles set out under (d) below will be applied, as appropriate. \*\**

**(d) PAYMENT FOR OUT OF SCHOOL HOURS LEARNING ACTIVITIES**

The STPCD allows discretion to decide whether to make payments to teachers, other than Headteachers, who agree to participation in Out-of-School Hours Learning Activities, requiring the exercise of a teacher's professional skills or judgement.

For teachers on the Main and Upper Pay Ranges, and Unqualified Teachers, payment may only be made in respect of learning activities undertaken outside of the 1265 hours of directed time (or relevant proportion where the teacher is part-time). The level of payment is discretionary.

*In circumstances where a teacher has been asked by the Headteacher to participate in such activity and has agreed to do so, payment will be made for additional hours as follows:*

*(i) Where the activity is based upon generic team working, with all teachers carrying out similar duties, an hourly rate of: **Maximum of the Main Pay Range, as set by the Governing Body ÷ 975** will apply*

*(ii) Where teachers are carrying out different functions at levels commensurate with their posts or responsibility an hourly rate of: **Actual Salary ÷ 975** will apply*

*(iii) Where teachers are carrying out work based on a combination of the above, the rate set out in either (i) or (ii) will apply, as appropriate to each individual. \*\**

*(NB. The divisor of 975 assumes that the teacher will be involved in planning and preparation over and above the actual hours worked and claimed for the activity. If there is an expectation that teachers will only be required to work the actual additional hours and/or the hours claimed include planning and preparation time, then a divisor of 1265 will be used).*

*The above arrangements will apply, other than in a situation where a specific activity is linked to a Government grant with a recommended pay rate. In any such case, that rate will be paid unless it is considered that there are particular, exceptional circumstances that mean an alternative rate is more appropriate and can be objectively justified.*

*Any available additional hours for this purpose will be offered on a casual basis only. \*\**

**(e) INITIAL TEACHER TRAINING (ITT) ACTIVITIES**

Any teacher(s) with significant responsibilities for ITT activities receive payment through the award of a TLR payment, as appropriate.

The Governors do not, therefore, consider it necessary to exercise any further discretion related to the provision of initial teacher training that is part of the ordinary conduct of the school. \*\*

**(f) PAYMENTS FOR THE PROVISION OF EXTERNAL SERVICES**

The Governing Body has discretion to make such payments as they see fit to a teacher (other than a Headteacher) for additional responsibilities and 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 income derived from external sources for the work of a school's staff accrues to the school. Consideration will be given to the remuneration of teachers who, as a result of the Headteacher's additional role are taking on additional responsibilities and activities. This will be based on any additional responsibilities attached to the post (not the teacher) and will be recorded. Any increase in remuneration will only be agreed where the post accrues extra responsibilities as a result of the Head teacher's enlarged role.

Where the arrangement for the Head teacher is temporary, any adjustment to the pay of other teachers will also be temporary and safeguarding provisions will not apply when the arrangements cease.

Any additional payments under this heading will be considered where it is deemed that an Acting Allowance or other temporary payment is not appropriate, in line with the provisions of the STPCD. \*\*

**\*\*Note: The provisions of the STPCD state that payments under (c), (d), (e) and (f) above may NOT be made to Headteachers.**

**(g) SALARY SAFEGUARDING**

Safeguarding provisions are set out in the statutory STPCD and guidance, covering a number of circumstances in which a teacher may lose his/her post, or otherwise suffer a reduction in salary, through no fault of his/her own. This may, for example, be as a result of changes to the national pay arrangements for schoolteachers, the closure or reorganisation of an educational establishment and/or a determination by the Governing Body to make changes to its pay policy or staffing structure.

Any teacher affected is advised to refer to the relevant sections of the STPCD for information relating to the maximum length of time for which his/her salary will be safeguarded, as well as the circumstances in which safeguarding may cease earlier or be reduced.

If the safeguarded sum(s) exceed £500 in total, the Governors will review the teacher's assigned duties and allocate such additional duties to the teacher as they reasonably consider are appropriate and commensurate with the sum(s) for as long as the teacher continues to be paid the safeguarded sum(s). If the teacher unreasonably refuses to carry out such additional duties, the Governors will give the teacher at least one month's notice that payment of the safeguarded sum(s) will cease.

**(h) SALARY SACRIFICE ARRANGEMENTS**

The statutory STPCD allows employers to offer salary sacrifice arrangements to teachers if they wish to do so. Under any such arrangement a teacher gives up the right to receive part of his/her salary in return for the employer's agreement to provide him/her with a benefit in-kind under a childcare voucher or other childcare benefit scheme, or a cycle or cyclist's safety equipment scheme. The benefit in-kind is exempt from income tax.

Where the employer operates a salary sacrifice arrangement, the teacher may participate voluntarily and his/her gross salary may be reduced accordingly for the duration of his/her participation. Schools will be notified by the London Borough of Enfield's Finance, Resources and Customer Services Department (or alternative pay provider, if applicable) of any such scheme that may be in operation for staff. The school will make staff aware of any notification received.

**(i) PARTICULAR SALARY AND WORKING TIME ARRANGEMENTS APPLICABLE TO TEACHERS EMPLOYED ON A PART-TIME BASIS**

A teacher employed in regular part-time service is eligible to receive salary, and any allowances applicable, on the same basis as a full-time teacher. Salary and allowances are payable to a part time teacher according to a 'pro-rata principle'.

The school's timetabled teaching week (STTW) of a full-time teacher is used as the basis for calculating the pro-rata percentage of the STTW for which a part-time teacher is employed at the same school/service. (The STTW is as defined in the statutory STPCD). The percentage is used to determine the pro-rata salary of a full-time equivalent teacher's salary to which a part-time teacher is entitled. (The percentage remains the same whether the school operates a weekly, fortnightly or any other timetable cycle). **The same percentage of the relevant full-time equivalent salary applicable to a part-time teacher also applies to any additional allowances to which s/he may be entitled.**

A part-time teacher, (including teachers on the Main and Upper Pay Ranges and Unqualified Teachers) must be available for work for the proportion of 1265 directed hours applicable to a full time teacher that corresponds with his/her part time salary. This proportion includes both timetabled teaching and other duties as may be specified by, and at the reasonable direction of, the Headteacher.

Although Leadership Group members and Leading Practitioners do not operate on a time-bound contract and are not subject to the 'directed time' provisions (195 days/1265 hours per annum) applicable to teachers on the Main and Upper Pay Ranges and Unqualified Teachers, the part-time salary calculation for these categories of teacher also includes payment for both timetabled teaching and other duties. Therefore, there is a requirement to be available for other duties as may be specified by, and at the reasonable direction of, the Headteacher. The Headteacher will ensure that the workload of part-time members of the Leadership Group and Leading Practitioners is reasonable and that they are treated fairly in comparison with their full-time equivalents.

**(j) ADDITIONAL WORKING TIME ARRANGEMENTS APPLICABLE TO BOTH FULL AND PART TIME TEACHERS**

The working time arrangements for all categories of teaching staff are laid down in the STPCD. It should be noted in particular that, in addition to references made to working time in (k) above, all full and part-time teachers are required to work such reasonable hours as may be necessary to enable them to discharge effectively their professional duties. The amount of time, and times at which such additional duties are performed, are not specified by the employer.

**(k) SUPPLY TEACHERS**

Supply teachers engaged by the school (not those deployed through an Agency) to carry out work on an "as and when required" basis, will be paid in accordance with the provisions of the STPCD and the school's pay policy on a daily basis. Pay is calculated on the assumption that a full working year consists of 195 days, with periods of engagement for less than a day being calculated pro-rata. A teacher engaged throughout the school year working on every day cannot be paid more in remuneration than would have been paid had s/he been in regular employment throughout the same period. All pay progression for teachers paid under the STPCD must be based on performance. The arrangements set out under the relevant section of this policy will be applied to supply teachers

engaged by the School, where the nature of the role and periods of work allows for a proper assessment of performance to be made.

**END OF MAIN BODY OF DOCUMENT – APPENDICES START PAGE 32**

**PAY COMMITTEE/PANEL:  
MEMBERSHIP AND TERMS OF REFERENCE**

*The School's Pay Committee/Panel will be established by the Governing Body to implement the Pay Policy.*

**Membership**

- *At least three Governors elected by the Governing Body.*
- *The Headteacher, Teacher Governors or other members of the school staff will not be eligible for membership.*
- *The Headteacher or Head's representative will attend meetings to advise the Committee/Panel. The Headteacher will withdraw from that part of any meeting where the subject of consideration is his/her own pay.*

**Terms of Reference**

*The full Governing Body is responsible for establishing the School's Pay Policy and will set or agree the overall parameters such as the Head teacher's Pay Range and Ranges for other Leadership Group members.*

*The Pay Committee/Panel of the Governing Body will have fully delegated powers to make decisions within the pay policy, as determined by the Governing Body.*

*The terms of reference for the Pay Committee/Panel are as follows:-*

- *Work to achieve the aims of the School's Pay Policy in a fair and equal manner.*
- *Ensure that all decisions made are in accordance with the School's Policy on Equal Opportunities and in compliance with The Employment Rights Act 1996, The Employment Relations Act 1999, The Part-time Workers (Prevention of Less Favourable Treatment) Regulations 2000, The Fixed Term Employees (Prevention of Less Favourable Treatment) Regulations 2002, The Equality Act 2010, and any subsequent amendments.*
- *Where it may be delegated by the Governing Body, take any specified action(s) that may be required as part of the school's policy to maintain and seek to improve equality of opportunity for all.*
- *Keep abreast of new developments and seek advice as necessary from appropriate bodies.*
- *Advise the Governing Body when the Pay Policy needs to be revised and submit amendments to the Governing Body for approval, as required.*
- *Comply with all statutory requirements, local agreements and contractual entitlements in relation to pay arrangements for all staff groups, as appropriate.*
- *Recommend to the Governors the annual budget needed for pay.*
- *Agree which pay determinations (other than determinations concerning the Headteacher's pay) should be delegated to the Headteacher.*



## **APPENDIX 1**

- *Arrange for the annual review of the pay of all staff (as well as any other necessary pay reviews during the year), to ensure that staff are aware of the procedures involved, including those for appeals and to ensure that, following the review of pay, staff are provided with a written salary statement.*
- *In circumstances where it is the responsibility of the Pay Committee/Panel, appraise the performance of the Headteacher in accordance with statutory appraisal arrangements (or other arrangements where the Head teacher is not subject to the 2012 Appraisal Regulations) and, as required, appoint and seek advice on the appraisal of the Headteacher from an external adviser.*
- *Ensure the application of the relevant criteria, including criteria for discretionary or temporary payments, set by the School's Pay Policy, in determining staff pay at the annual review.*
- *Ensure that relevant information (including any recommendations on pay progression, as appropriate) from the appraisal statements of teaching staff is taken into account in making decisions about promotion and pay (or other arrangements and information as applicable, where teachers are not subject to the 2012 Appraisal Regulations).*
- *Where the Pay Committee/Panel made the original decision, hear any initial representations/complaints relating to pay.*
- *In circumstances where the Pay Committee/Panel carries out the Head teacher's appraisal, hear any initial concerns about entries on the Head teacher's appraisal statement, in accordance with local arrangements and/or Regulations, as relevant.*
- *Ensure that decisions of the Pay Committee/Panel are made in private and are confidentially recorded.*
- *Minute the reasons for all decisions and report these to a full meeting of the Governing Body.*
- *Ensure that any reports of the Pay Committee/Panel are placed in the confidential section of the Governing Body Agenda/Minutes. (These will either be received or referred back).*
- *Undertake any other relevant duties that may from time be delegated by the Governing Body.*

### **Note:**

*Formal appeals against pay decisions will be addressed by a separate Governors' Appeal Committee/Panel. No one involved in a prior decision will be involved in hearing an Appeal.*

**PROCEDURE FOR DEALING WITH APPEALS AGAINST TEACHERS' PAY DECISIONS  
AND APPRAISAL STATEMENTS**

The procedure set out below will apply when a teacher receives a salary determination that s/he considers to be inaccurate or unjust and/or in circumstances where s/he has a concern about any of the entries on his/her appraisal statement. **The steps in the procedure are as follows:**

1. Any teacher seeking a reconsideration of a pay decision should first seek to resolve the matter informally through **discussion with the Headteacher\*\* within 10 working days of notification** of the decision. (If a Governor(s) made the original decision, the Headteacher may, depending upon the circumstances, discuss the matter with that Governor(s), as appropriate);  
(\*\* Where it is the Headteacher seeking a reconsideration of such a decision, s/he should address his/her concerns to the decision-maker, Governor(s), or appraisers, as appropriate).

and/or

Where a teacher has a concern about any of the entries on his/her appraisal statement s/he should first seek to resolve the **matter informally with the Appraiser (or Appraisers in the case of the Headteacher) within 10 working days of receipt**.

2. Where it is not possible to resolve the matter informally and/or the teacher remains dissatisfied, s/he should write to the Headteacher and/or performance Reviewer(s), as appropriate, **setting out his/her concerns within 10 working days of notification** of the decision, or outcome of the informal discussion, as appropriate.
3. The Headteacher, or Appraiser(s), will arrange **a meeting, normally within 10 working days of receipt** of the written grounds for questioning the pay decision, and/or entries on the appraisal statement, as appropriate, to consider the matter. In relation to pay issues, if a Governor(s) made the original decision, the Headteacher will arrange for that Governor(s) to hear the case.

The teacher has a **right to be represented and/or accompanied by:**

- a local area or regional official of a Trade Union/Professional Association;
- a workplace Trade Union/Professional Association Representative, as long as s/he has been reasonably certified in writing by their union as having experience of, or having received training in, acting as an employee's companion at grievance hearings. Certification may take the form of a card or letter; or
- a work colleague.

The Headteacher (or Governor[s] as appropriate) may be accompanied by a Professional Association Representative or member of the Schools' Personnel Service (or HR provider, as appropriate).

Following the meeting, the teacher will be **informed in writing, normally within 5 working days**, of the decision and his/her right to appeal.

4. If the teacher wishes to appeal against the pay decision, and/or entries on his/her appraisal statement, as appropriate, s/he should inform the Clerk to the Governors (or other person as notified), **in writing, within 10 working days of receipt** of the written decision. For staff below the Headteacher, a copy should also be submitted to the Headteacher.

An appeal against the pay decision and/or appraisal statement, as appropriate, will be heard by a Panel of one or more members of the Governing Body who have no personal interest, and have had no previous involvement, in the matter, **normally within 20 working days of receipt** of the written appeal notification. The intention is that appeals will normally be heard by a Panel of **three** governors unless there are not enough impartial governors. In any event, the Appeals Panel will consist of no fewer members than any first Panel.

The teacher has a right to be accompanied at the meeting, as set out in 3. above. The Headteacher (Governor[s]) may be accompanied, as set out in 3. above.

The decision of the appeal panel will be **given in writing, normally within 5 working days** and, where the appeal rejected, will include a note of the evidence considered and the reason(s) for the decision. The decision is final and may not be re-opened under staff grievance procedures.

Note – In practice the above procedure will be interpreted and applied in a manner that is appropriate to the circumstances of the case and the needs of the parties involved.

## TEACHERS' SALARIES 1<sup>ST</sup> SEPTEMBER 2023 – LOCAL ARRANGEMENTS

The Pay Ranges, points and salaries shown below, above or between any statutory national minima or maxima, are set at the Governing Body's discretion. The Governing Body's policy for the setting of individual post ranges, the award of points, salary on appointment and pay progression, as applicable, are detailed within the main body of the Pay Policy.

It should be noted that the salary structure and/or the policy set out in this document may not apply in other schools, either within Enfield or elsewhere. Part-time teachers working at more than one school may, therefore, receive different salaries at different schools.

<b>1. PAY RANGE FOR THE LEADERSHIP GROUP (OUTER LONDON, INCORPORATING LOCAL ARRANGEMENTS) (HEADTEACHERS, DEPUTY HEADTEACHERS AND ASSISTANT HEADTEACHERS)</b>	
Leadership Group Pay Range	Annual Salary £
<i>Specific Posts only</i>	<i>Specific Posts only</i>
<b>L1 National Leadership Group Pay Range Minimum Salary</b>	<b>£50,929</b>
<i>L2 Local Reference Point</i>	£52,113
<i>L3 Local Reference Point</i>	£53,314
<i>L4 Local Reference Point</i>	£54,555
<i>L5 Local Reference Point</i>	£55,822
<b>L6 Local Reference Point and National Minimum Headteacher Group 1</b>	<b>£57,124</b>
<i>L7 Local Reference Point</i>	£58,565
<b>L8 Local Reference Point and National Minimum Headteacher Group 2</b>	<b>£59,826</b>
<i>L9 Local Reference Point</i>	£61,225
<i>L10 Local Reference Point</i>	£62,703
<b>L11 Local Reference Point and National Minimum Headteacher Group 3</b>	<b>£64,229</b>
<i>L12 Local Reference Point</i>	£65,629
<i>L13 Local Reference Point</i>	£67,178
<b>L14 Local Reference Point and National Minimum Headteacher Group 4</b>	<b>£68,749</b>
<i>L15 Local Reference Point</i>	£70,368
<i>L16 Local Reference Point</i>	£72,144
<i>L17 Local Reference Point</i>	£73,718
<b>*L18 National Maximum Headteacher Group 1 only</b>	<b>£74,730</b>
<b>L18 Local Reference Point and National Minimum Headteacher Group 5</b>	<b>£75,478</b>
<i>L19 Local Reference Point</i>	£77,258
<i>L20 Local Reference Point</i>	£79,076
<b>*L21 National Maximum Headteacher Group 2 only</b>	<b>£80,142</b>
<b>L21 Local Reference Point and National Minimum Headteacher Group 6</b>	<b>£80,944</b>

<i>L22 Local Reference Point</i>	£82,852	
<i>L23 Local Reference Point</i>	£84,812	
<b>*L24 National Maximum Headteacher Group 3 only</b>		<b>£85,965</b>
<b>L24 Local Reference Point and National Minimum Headteacher Group 7</b>	<b>£86,826</b>	
<i>L25 Local Reference Point</i>	£88,890	
<i>L26 Local Reference Point</i>	£90,995	
<b>*L27 Maximum Headteacher Group 4 only</b>		<b>£92,234</b>
<i>L27 Local Reference Point</i>	£93,157	
<b>L28 Local Reference Point and National Minimum Headteacher Group 8</b>	<b>£95,377</b>	
<i>L29 Local Reference Point</i>	£97,642	
<i>L30 Local Reference Point</i>	£99,980	
<b>*L31 National Maximum Headteacher Group 5 only</b>		<b>£101,350</b>
<i>L31 Local Reference Point</i>	£102,364	
<i>L32 Local Reference Point</i>	£104,808	
<i>L33 Local Reference Point</i>	£107,325	
<i>L34 Local Reference Point</i>	£109,884	
<b>*L35 National Maximum Headteacher Group 6 only</b>		<b>£111,406</b>
<i>L35 Local Reference Point</i>	£112,519	
<i>L36 Local Reference Point</i>	£115,210	
<i>L37 Local Reference Point</i>	£117,987	
<i>L38 Local Reference Point</i>	£120,813	
<b>*L39 National Maximum Headteacher Group 7 only</b>		<b>£122,437</b>
<i>L39 Local Reference Point</i>	£123,662	
<i>L40 Local Reference Point</i>	£126,661	
<i>L41 Local Reference Point</i>	£129,729	
<i>L42 Local Reference Point</i>	£132,881	
<b>L43 Local Reference Point, National Maximum Headteacher Group 8 and National Leadership Group Pay Range Maximum</b>	<b>£134,765</b>	

***\*ONLY applies to Headteachers on the maximum point of their own pay range, which is also the national maximum point of the range applicable to the school's Headteacher Group size.***

*Italics* above denote locally set reference points for the Leadership Group Pay Range. **Bold text not in italics** indicates the Outer London national minima and maxima for the Leadership Group Pay Range and the eight Headteacher School Group Size ranges. (See overleaf for further information about School Headteacher Group Sizes and pay arrangements for all Leadership Group teachers).

## Head Teacher Pay Ranges

The minimum and maximum salaries from the range above that are normally applicable to a school's Headteacher group size are as set out below. Group sizes are calculated according to a statutory formula contained within the STPCD. Where a Head Teacher is appointed permanently to be the Headteacher of more than one school, the range is based on a group size calculation of the combined numbers from each school.

In respect of teachers on the Leadership Group Pay Range, a specific pay range for the post will be established within the national framework of the School Teachers' Pay and Conditions Document (STPCD). For the Headteacher this will normally be within the range applicable to the school's calculated Headteacher group size. However, the maximum of the range, where determined on or after 1<sup>st</sup> September 2014, may be exceeded where specific circumstances warrant a higher than normal payment.

School's Headteacher Group Size	Headteacher Pay Range Applicable	Annual Salary	
		National Range Min. £	National Range Max. £
1	L6 - *L18	£57,124	£74,730
2	L8 - *L21	£59,826	£80,142
3	L11 - *L24	£64,229	£85,965
4	L14 - *L27	£68,749	£92,234
5	L18 - *L31	£75,478	£101,350
6	L21 - *L35	£80,944	£111,406
7	L24 - *L39	£86,826	£122,437
8	L28 - L43	£95,377	£134,765

## Deputy Headteacher and Assistant Headteacher Pay Ranges

The individual pay ranges for any Deputy or Assistant Headteachers will be set taking into account the pay ranges of the Headteacher and other postholders. The ranges may differ for different posts.

The maximum of a Deputy or Assistant Headteacher's Pay Range will not exceed the maximum of the range applicable to the calculated Headteacher group size for the school. The Pay Range for a Deputy or Assistant Headteacher will only overlap the Headteacher's Pay Range in exceptional circumstances.

(Additional note: Salaries for Head, Deputy and Assistant Headteachers appointed to Central Units and Services are based on the arrangements in place for school staff, although Headteacher group size calculations do not apply)

<b>2. PAY RANGE FOR LEADING PRACTITIONERS (OUTER LONDON, INCORPORATING LOCAL ARRANGEMENTS)</b>	
<b>Leading Practitioner Pay Range</b>	<b>Annual Salary £</b>
<b>LP1 National Leading Practitioner Pay Range Minimum Salary</b>	<b>£51,179</b>
<i>LP2 Local Reference Point</i>	£52,369
<i>LP3 Local Reference Point</i>	£53,577
<i>LP4 Local Reference Point</i>	£54,825
<i>LP5 Local Reference Point</i>	£56,097
<i>LP6 Local Reference Point</i>	£57,404
<i>LP7 Local Reference Point</i>	£58,852
<i>LP8 Local Reference Point</i>	£60,122
<i>LP9 Local Reference Point</i>	£61,526
<i>LP10 Local Reference Point</i>	£63,013
<i>LP11 Local Reference Point</i>	£64,544
<i>LP12 Local Reference Point</i>	£65,953
<i>LP13 Local Reference Point</i>	£67,510
<i>LP14 Local Reference Point</i>	£69,089
<i>LP15 Local Reference Point</i>	£70,714
<i>LP16 Local Reference Point</i>	£72,499
<i>LP17 Local Reference Point</i>	£74,080
<b>LP18 Local Reference Point and Leading Practitioner Pay Range Maximum Salary</b>	<b>£75,850</b>

This pay range applies to qualified teachers who are employed in posts that have the primary purpose of modelling and leading improvement of teaching skills. Where there are any such posts within the staffing structure, individual salary ranges will be determined within the national minimum and maximum salaries above. The ranges may differ for different posts.

**3. QUALIFIED CLASSROOM TEACHER'S PAY STRUCTURE  
(OUTER LONDON, INCORPORATING LOCAL ARRANGEMENTS)**

**(a) Main Pay Range for Qualified Teachers**

Range	Annual Salary £
<b>M1 National Main Pay Range Minimum Salary</b>	<b>£34,514</b>
<i>M2 Local Reference Point</i>	£36,320
<i>M3 Local Reference Point</i>	£38,219
<i>M4 Local Reference Point</i>	£40,218
<i>M5 Local Reference Point</i>	£42,654
<b>M6 Local Reference Point and National Main Pay Range Maximum</b>	<b>£46,001</b>

**Additional Note: Unqualified Teachers becoming Qualified** – Unqualified teachers becoming qualified and remaining at the same school within which they were employed before gaining QTS transfer to a salary within the main pay range which is the same or higher than their basic salary as an Unqualified teacher, as the Governing Body considers appropriate.

**(b) Upper Pay Range for Qualified Teachers**

Range	Annual Salary £
<b>New U1 National Upper Pay Range Minimum Salary</b>	<b>£47,592</b>
<i>New U2 Local Reference Point</i>	£48,473
<i>New U3 Local Reference Point / National Advisory Point</i>	£49,353
<i>New U4 Local Reference Point</i>	£50,266
<b>New U5 Local Reference Point and National Upper Pay Range Maximum</b>	<b>£51,179</b>

#### 4. PAY RANGE FOR UNQUALIFIED TEACHERS (OUTER LONDON, INCORPORATING LOCAL ARRANGEMENTS)

Range	Annual Salary £
<b>UQ1 National Main Pay Range Minimum Salary</b>	<b>£24,415</b>
<i>UQ2 Local Reference Point</i>	£26,779
<i>UQ3 Local Reference Point</i>	£29,141
<i>UQ4 Local Reference Point</i>	£31,229
<i>UQ5 Local Reference Point</i>	£33,590
<b><i>UQ6 Local Reference Point and National Unqualified Teacher Pay Range Maximum</i></b>	<b>£35,954</b>

**Also applicable to teachers on the Unqualified Teachers' Pay Range:**

A Local Standard Rate (LSR) of **£7,169** may be added to any point on the above scale to enhance the basic salary of some unqualified teachers in specific circumstances only. Where this is the case, the details will be contained within the main body of this document.



## 5. ADDITIONAL ALLOWANCES

Additional allowances may be awarded in accordance with the following arrangements.

### (1) Teaching and Learning Responsibility (TLR) Payments (Applicable to Main and Upper Pay Range Teachers ONLY)

A TLR payment may be awarded to a classroom teacher for undertaking a sustained, additional responsibility in the context of its staffing structure for the purpose of ensuring the continued delivery of high quality teaching and learning for which s/he is made accountable. Criteria for the award of TLR1 and TLR2 payments are set out in the statutory STPCD.

TLR payments may be made within one of two Ranges, TLR 2 or TLR 1. The minimum and maximum values applicable to the TLR2 and TLR1 ranges are established nationally. Any values in-between the minimum and maximum of each range are at the discretion of the Governing Body. Arrangements currently in place are as set out in the tables below. The payment levels are spot rates applicable to relevant posts and, therefore, there is no 'progression'. Where TLR1s or TLR2s are awarded to part-time teachers they will be paid pro rata at the same proportion as the teacher's contract.

The TLR levels currently in use are as set out in the school's staffing structure. Different levels and/or values may apply in other schools.

TLR 2 RANGE AND LEVELS	CURRENT VALUES	ADDITIONAL INFORMATION
TLR 2a	<b>£3,214</b>	<b>Minimum National value</b>
TLR 2b	£5,356	<i>Discretionary Local value</i>
TLR 2c(i)	£7,496	<i>Discretionary Local value</i>
TLR 2c(ii)	<b>£7,847</b>	<b><i>Discretionary Local and Maximum National value</i></b>
TLR 1 RANGE AND LEVELS	CURRENT VALUES	ADDITIONAL INFORMATION
TLR 1a	<b>£9,272</b>	<b>Minimum National value</b>
TLR 1b	£11,413	<i>Discretionary Local value</i>
TLR 1c	£13,556	<i>Discretionary Local value</i>
TLR 1d	<b>£15,690</b>	<b><i>Discretionary Local and Maximum National value</i></b>

The Governing Body may also award a **fixed-term TLR3** to a classroom teacher for clearly time-limited school improvement projects, or one-off externally driven responsibilities. The annual value will be between **£639** and **£3,169** according to the project or responsibility.

Although a teacher cannot hold a TLR1 and a TLR2 concurrently, a teacher in receipt of either a TLR1 or TLR2 may also hold a concurrent TLR3.

**(2) Special Educational Needs (SEN) Allowances (Applicable to Main and Upper Pay Range Teachers ONLY)**

A SEN Allowance of **no less than £2,539** and no more than **£5,009** will be paid to a classroom teacher –

- (a) in any SEN post that requires a mandatory SEN qualification;
- (b) in a special school;
- (c) who teaches pupils in one or more designated special classes/units in a school or in a Local Authority unit or service; or
- (d) in any non-designated setting (inc. any Pupil Referral Unit (PRU) that is analogous to a designated special class or unit, where the post involves a substantial element of working directly with children with SEN, requires the exercise of a teacher's professional skills and judgement in the teaching of children with SEN and has a greater level of involvement in the teaching of children with SEN than is the normal requirement of teachers throughout the school, unit or service.

Where an Allowance applies, the Governing Body will decide the value taking into account factors relating to qualifications, expertise and demands of the post. If applicable, the details will be set out elsewhere in this document.

**(3) Recruitment and Retention (Applicable to all categories of Teaching Staff EXCEPT Head Teachers, Deputy Head Teachers and Assistant Head Teachers\*)**

There is discretion for the Governing Body to make such payments, or provide other assistance, to teachers as it considers necessary for recruitment or retention purposes.

Any such awards will only be given for a fixed period of time, after which they may be withdrawn. A recruitment or retention payment may be paid as a 'one-off' award or periodically for the duration of the award.

Where any such payments may be made, the details will be set out elsewhere in this document.

*(\*Under statutory changes to school teachers' pay arrangements effective from 1<sup>st</sup> September 2014, Head, Deputy and Assistant Head Teachers may not be awarded payments for recruitment or retention purposes other than as reimbursement of reasonably incurred housing or relocation costs. Awards made prior to 1<sup>st</sup> September 2014 under a previous STPCD may, subject to review, continue at their existing value until such time as the respective pay range is determined under the new arrangements in the current STPCD).*

**(4) Other Allowances or Payments**

Other allowances and/or payments permitted under the terms of the statutory STPCD may be payable to teachers in certain circumstances. Where any such payments may be made, the details will be set out elsewhere in this document.

**DEALING WITH SALARY ISSUES THAT MAY ARISE  
ON APPOINTING TEACHERS FROM OTHER SCHOOLS OR AREAS – EXAMPLES**

Note: The examples below relate to Sections 3 (b) (ii), 3 (c) (ii) and 3 (f) (ii) of this policy document. It is expected that the principles would remain the same even if the numbers and/or values of points on the Governing Body's current Pay Ranges are increased or decreased at any time.

**EXAMPLE 1**

A school appoints a teacher from another school in the Outer London Area to a classroom teacher post. The teacher is on the **Main Pay Range** but the previous school does not have a similar six-point range in place. Although in Outer London with the same minimum and maximum salaries, the school operates on a twelve-point main pay range with smaller steps. The teacher's salary position at that school equates to a figure that falls between the new school's local reference points M2 and M3. The new school carries out an assessment in accordance with its own discretionary policy for main pay range teachers. The result comes out at M2. As this is, therefore, lower than the teacher's current salary, the school decides to maintain the teacher's current salary – even though it does not equate to a point on their own range – for a temporary period until the next September performance review. If the teacher's performance at that time meets the required criteria, her salary will be assimilated onto local reference point M3 to bring it in line with the new school's own range and policy.

The school is careful to ensure that the arrangements relating to the salary position are made clear in the teacher's salary statement.

**EXAMPLE 2**

A school appoints a teacher from another school in the Inner London Area to a classroom teacher post mid-year. The teacher is on the **Main Pay Range** and the previous school has a similar six-point range in place. However, being an Inner London School, the salary rates for each of the six points are higher. The new school carries out an assessment in accordance with its own discretionary policy for main pay range teachers. The result comes out at M4, which is the same point on which the teacher is currently being paid in Inner London. However, if appointed on M4 the salary itself will be lower. The school could decide that this is the salary that will be offered, albeit lower than the teacher's current salary, as it was his decision to apply for the post knowing that Outer London salaries are lower. However, after discussion and considering all the relevant circumstances relating to the individual and the post, the school decides to pay the teacher on M5. This is higher than his current M4 salary in Inner London. However, the school also confirms to the teacher that he will not receive a further performance-related increase effective from the following 1<sup>st</sup> September. This means that, from that date, his salary will have been brought in line with what he would have been receiving if awarded a performance-related increase at the new school.

The school is careful to ensure that the arrangements relating to the salary position are made clear in the teacher's salary statement.

**EXAMPLE 3**

A school appoints a teacher from a school in the Fringe Area to a classroom teacher post mid-year (Easter). The teacher is on the **Upper Pay Range** but the previous school does not have a similar five-point range in place. Instead it has a three-point range. The teacher's salary at that school is the middle point on their three-point range and she would have been due to move to the top at the next review, subject to performance. However, the minimum of the new school's range for the Outer London Area is still higher than the teacher's current salary. Taking into account all of the circumstances, including that the teacher is moving from the Fringe to Outer London Area and the fact that she is on the mid-point of the three-point upper pay range with her current school, the new school decides that to place the teacher on the second of five points its own range. This is still a significant increase. Whether or not the teacher moves up a further point the following

September, her salary at the new school is already above the maximum of the Upper Pay Range applicable to the Fringe Area where her old school is situated. The new school takes care to explain to the teacher about the arrangements in place for the five-point Upper Pay Range as this differs from the arrangements and three-point range that applies in her current school.

The school is careful to ensure that the arrangements relating to the salary position are made clear in the teacher's salary statement.

#### **EXAMPLE 4**

A school appoints a teacher from a school in the Inner London Area to a classroom teacher post to start at Easter. The teacher is on the **Upper Pay Range** and the previous school has a three-point range in place. The teacher is currently being paid on U1. However, this salary is higher than the maximum of the Outer London rates for the Upper Pay Range. The school cannot pay a salary higher than the maximum of the Outer London range as this is set nationally. In any event, the school does not consider it appropriate to pay a salary on the maximum when the teacher only gained access to the Upper Pay Range at the start of the current school year. The school is also mindful of the need to treat all staff, including those already employed by the school, fairly and equally, as far as possible.

In these circumstances, the school decides that the teacher's salary position on U1 will be maintained, albeit that the salary itself is more than £4,600 lower. The new school also makes it clear to the teacher that a recent change in policy means that they moved to a five-point Upper Pay Range at the start of the current academic year. It explains that pay progression will take place annually rather than biennially (as had previously been the case on their three-point Upper Pay Range) subject to performance. The teacher accepts this as it was her own choice to apply for a post in the Outer London Area. She lives locally and would prefer not to continue with her daily journey into Inner London.

The school is careful to ensure that the arrangements relating to the salary position are made clear in the teacher's salary statement.

#### **EXAMPLE 5**

A school appoints an unqualified teacher from a school elsewhere in Outer London. The teacher is on the **Unqualified Teacher Pay Range** but the previous school does not have a similar six-point range in place. Although in Outer London with the same minimum and maximum salaries, the school operates on a twelve-point unqualified teacher pay range with smaller steps. The teacher's salary position at that school equates to a figure that falls between the new school's local reference points UQ4 and UQ5. The new school carries out an assessment in accordance with its own discretionary policy for unqualified teachers. The result comes out at UQ4. However, the new school's policy is to award the LSR (Local Standard Rate) in accordance with Enfield's local arrangements. This will be paid in addition to the basic salary point because the teacher is an overseas trained teacher whose background will bring added value to the role he will be undertaking. (This is allowed by the provisions in the STPCD relating to additional allowances payable to unqualified teachers). The addition of this sum means that the teacher's salary on reference point UQ4 is considerably higher than his salary on UQ5. The new school considers that this is very reasonable and the teacher is happy to accept on this basis as his current school does not have a policy of enhancing the basic salary rate for certain categories of unqualified teacher.

The school is careful to ensure that the arrangements relating to the salary position are made clear in the teacher's salary statement.

**APPLICATION TO BE PAID ON THE UPPER PAY RANGE****To be submitted during Period:****1<sup>st</sup> June to 31<sup>st</sup> October 2024****Payment Date for Successful Applicants:****1<sup>st</sup> September 2024****GUIDANCE NOTES****Applicants should read the notes below before completing EITHER Form A OR Form B attached.**

**Form A** must be completed by those applicants subject to the Education (School Teachers' Appraisal) (England) Regulations 2012 (and any subsequent amendments) and submitting their two most recent Appraisal Statements under the Regulations.

**Form B** must be completed by those applicants NOT subject to the Education (School Teachers' Appraisal) (England) Regulations 2012 (and any subsequent amendments) during the two-year period preceding the date of their application and/or who are submitting written evidence in support of their application.

*(NB. Where: (1) adopted by Academies and/or other types of school, these requirements similarly apply; (2) the words 'Headteacher', 'Governing Body', 'Governors' or 'school' are used in this document, this should also be interpreted to mean 'Principal', 'Chief Executive', 'Head of School', 'Proprietor', 'Governing Board', 'PRU Management Committee', 'Members', 'Directors', 'Board of Trustees', 'Local Governing Body', 'Governing Board', 'PRU', 'Academy' or 'Academy Trust', 'educational setting' etc., as relevant to school type/structure).*

Statutory arrangements state that a qualified teacher may apply to be paid on the upper pay range and will be successful if the governing body is satisfied that the following criteria are met:

- a. **the teacher is highly competent in all elements of the relevant standards\***; and
- b. **the teacher's achievements and contribution to an educational setting or settings\*\* are substantial and sustained.**

(\* "Relevant standards" means the Teachers' Standards. "Educational setting" is as defined in the STPCD, Section 2, Annex 2, Para. 1 or as otherwise determined by the governing body to be relevant in the circumstances).

In relation to the assessment of applications to be paid on the upper pay range, the governing body of this school expects the criteria in (a) and (b) above to be interpreted as follows:

**'highly competent'**: the teacher's performance is assessed as having excellent depth and breadth of knowledge, skill and understanding of the Teachers' Standards in the particular role s/he is fulfilling and the context in which s/he is working.

**'substantial'**: the teacher's achievements and contribution to the school and/or another educational setting or settings (as relevant) are significant, not just in raising standards of teaching and learning in his/her own classroom, or with his/her own groups of children, but also in making a significant wider contribution to school improvement, which impacts on pupil progress and the effectiveness of staff and colleagues.

**'sustained'**: *the teacher will have had a successful appraisal(s) in this School/PRU and have made consistently good progress towards his/her objectives during this period (see exceptions in particular circumstances as referred to below). S/he will have been expected to have shown his/her teaching expertise has grown over the relevant period and is consistently good to outstanding. The teacher's performance will have been highly competent, and his/her achievements and contributions consistently sustained on an ongoing basis throughout the appraisal period.*

**Submitting an Application, inc. Deadlines and Payment Dates for Successful Applicants:**

- Applications on the relevant form (see above) may be submitted at any time between 1<sup>st</sup> June and 31<sup>st</sup> October each year. (The deadline of 31<sup>st</sup> October is to allow for the teacher's most recent appraisal statement to be available [where the appraisal arrangements apply]). **One application only may be submitted each year during the period 1<sup>st</sup> June to 31<sup>st</sup> October.**
- **The payment date for successful applicants will be 1st September during the submission period.** For example, successful teachers submitting their applications during the period 1<sup>st</sup> June to 31<sup>st</sup> October 2023 will be paid on the minimum of the upper pay range from 1<sup>st</sup> September 2023. Payment will be backdated following the assessment of applications after the deadline of 31<sup>st</sup> October. This will apply other than in a small number of exceptional cases (see below).
- **It is the normal expectation that a teacher will be paid on the maximum of the main pay range during the academic year leading up to the submission of his/her application.** For example, teachers applying during the period 1<sup>st</sup> June to 31<sup>st</sup> October 2024 must normally have been paid on the maximum of the main pay range during the academic year 2023/24 for payment to be effective from 1<sup>st</sup> September 2024. (In exceptional circumstances, an application may be

considered prior to reaching the maximum of the main pay range if a teacher can provide sufficient supporting evidence to meet the criteria set out in the STPCD and the school's policy).

- The teacher must normally provide his or her two most recent appraisal reports with the application. If, in exceptional circumstances, these are not available (e.g. where the teacher has worked outside of the maintained sector and has not been subject to the statutory Appraisal arrangements for a sufficient period) written evidence showing that he or she meets the criteria for the two year period immediately preceding the application must be provided as part of the application. Similarly, if only one appraisal statement is available, this must be supplemented by additional written evidence to ensure that it covers the two-year period. This applies other than in exceptional circumstances, as set out below.
- Where the teacher has had a break in service and/or has been absent, for example, on maternity or sick leave, the written evidence produced may relate to the most recent two-year period worked within the last five years. Written evidence provided may be from more than one school where the teacher has previously worked elsewhere during the relevant period. In exceptional circumstances, and at the discretion of the Head teacher, evidence covering a period of less than two years may be accepted. Evidence more than five years old cannot be accepted.
- If a teacher is simultaneously employed at another school(s), separate applications must normally be submitted to each establishment. This is because one school cannot be bound by another's decision. (It should also be noted that different schools may have different application arrangements and payment dates). This will apply unless one school agrees to accept another's assessment in relation to a teacher's application to be paid on the upper pay range.
- The application must be submitted by the stated deadline of 31<sup>st</sup> October to the Headteacher, or other person designated by the Headteacher to receive such applications.

#### **Following Submission of the Application:**

- Applications will be assessed as soon as possible after the receipt deadline of 31<sup>st</sup> October.
- Where the Headteacher is not the assessor, the application, evidence, assessment and recommendation will be passed to the Head teacher for moderation.
- The Headteacher will make a final decision in the matter, or make a recommendation on the application to the governors.
- The teacher will normally receive written notification of the outcome of the application within 30 working days of the deadline of 31<sup>st</sup> October.
- If requested, oral feedback will be provided by the assessor. This will normally be within 10 working days of the date of the request.
- If the application has been unsuccessful, the written notification will include information relating to those areas where it was considered that the teacher's performance did not meet the criteria. In these circumstances, the teacher will be given the **right of appeal** under the school's/PRU's "Procedure for Dealing with Appeals Against Teachers' Pay Decisions and Appraisal Statements", attached as Appendix 2 to the Pay Policy.
- Following placement of successful applicants on the minimum of the upper pay range, further progression will be considered in accordance with the school's policy on pay progression for upper pay range teachers.

#### **ADDITIONAL NOTES:**

(1) *The above deadlines for submission of applications and effective payment dates apply other than in the most exceptional circumstances. Such circumstances may arise (for example) where a teacher has been paid on the Leadership spine for a temporary period and that position is coming to an end, or in cases of unavoidable absence. Exceptions to the normal arrangements will be at the discretion of the Headteacher.*

(2) *Note that successful progression from the main to the upper pay range applies within THIS SCHOOL (or PRU/Service, as appropriate) ONLY, and whilst a teacher remains in continuous employment here. It may not apply if a teacher moves to a new post elsewhere. It is for each individual governing body (or Local Authority for centrally employed teachers) to decide on its own policy relating to starting pay, including where an individual has previously been successful in gaining access to the upper pay range. Similarly, there is no obligation to pay a teacher on the upper pay range if s/he returns to this School at some time in the future following employment elsewhere, or a break in service.*

**APPLICATION TO BE PAID ON THE UPPER PAY RANGE**

To be submitted during Period:

1<sup>st</sup> June to 31<sup>st</sup> October 2024

Payment Date for Successful Applicants:

1<sup>st</sup> September 2024**FORM A: Applicants subject to the 2012 Appraisal Regulations and submitting their two most recent Appraisal Statements under the Regulations****Teacher Details:**

Surname:

First Name(s):

Teacher Reference Number (TRN):

Have you been paid on the maximum of the main pay range during the academic year 2023/24?    Yes     No     *(Tick appropriate box)*

Please provide details below if you are submitting Appraisal Statements from another school/Local Authority

Name and Address of School/LA	Date(s) of Employment	Name of Head Teacher or Service manager

**Declaration by teacher**

I confirm that I have read the guidance notes relating to the submission of this application and understand the governing body's policy and arrangements for dealing with applications to be paid on the upper pay range. I attach my two most recent appraisal statements in accordance with the governing body's requirements.

Signed:

Name (BLOCK CAPS):

Date:

*This application and attachments must be submitted to the Headteacher, or other person designated by the Headteacher to receive applications, by the stated deadline of 31<sup>st</sup> October.*

**APPLICATION TO BE PAID ON THE UPPER PAY RANGE**

To be submitted during Period:

1<sup>st</sup> June to 31<sup>st</sup> October 2024

Payment Date for Successful Applicants:

1<sup>st</sup> September 2024**FORM B: Applicants NOT subject to the 2012 Appraisal Regulations during the two-year period preceding the date of their application and/or who are submitting written evidence in support of their application****Teacher Details:**

Surname:

First Name(s):

Teacher Reference Number (TRN):

Have you been paid on the maximum of the main pay range during the academic year 2023/24?    Yes     No     (*Tick appropriate box*)

Please provide details below if you are submitting Appraisal Statements from another school/Local Authority

Name and Address of School/LA	Date(s) of Employment	Name of Head Teacher or Service manager

**Declaration by teacher**

I confirm that I have read the guidance notes relating to the submission of this application and understand the governing body's policy and arrangements for dealing with applications to be paid on the upper pay range. My written evidence in support of this application is attached.

Signed:

Name (BLOCK CAPS):

Date:

*This application form and any attachments must be submitted to the Headteacher, or other person designated by the Headteacher to receive applications, by the stated deadline of 31<sup>st</sup> October.*



**FORM B: Applicants NOT subject to the 2012 Appraisal Regulations during the two-year period preceding the date of their application and/or who are submitting written evidence in support of their application**

**Prior to providing your evidence below, please note:**

- **You will need to provide written evidence in support of each of the eight Teachers' Standards, as requested below and overleaf;**
- **Your written evidence will need to address the requirement that you are highly competent in all elements of the Standards;**
- **Your written evidence in addressing each of the Standards will also need to show that your achievements and contribution to the school, or other educational setting, as appropriate (and/or your previous school(s)/educational setting(s) where relevant) have been substantial and sustained over the relevant period of your application;**
- **You may attach any additional information and/or evidence in support of your application if you consider that it would be helpful to do so;**
- **If you cite specific examples of work in your evidence this must be available for inspection, if required by the assessor of your application.**

**STANDARD 1 – A teacher must set high expectations which inspire, motivate and challenge pupils. (See Teachers' Standards for full description). *Please provide your evidence relating to Standard 1 below.***

**STANDARD 2** – A teacher must promote good progress and outcomes by pupils. (See Teachers' Standards for full description). *Please provide your evidence relating to Standard 2 below.*

**STANDARD 3** – A teacher must demonstrate good subject and curriculum knowledge. (See Teachers' Standards for full description). *Please provide your evidence relating to Standard 3 below.*

**STANDARD 4 – A teacher must plan and teach well-structured lessons. (See Teachers' Standards for full description). Please provide your evidence relating to Standard 4 below.**

**STANDARD 5 – A teacher must adapt teaching to respond to the strengths and needs of all pupils. (See Teachers' Standards for full description). Please provide your evidence relating to Standard 5 below.**

**STANDARD 6** – A teacher must make accurate and productive use of assessment. (See Teachers' Standards for full description). *Please provide your evidence relating to Standard 6 below.*

**STANDARD 7** – A teacher must manage behaviour effectively to ensure a good and safe learning environment. (See Teachers' Standards for full description). *Please provide your evidence relating to Standard 7 below.*

**STANDARD 8 – A teacher must fulfil wider professional responsibilities. (See Teachers’ Standards for full description).** *Please provide your evidence relating to Standard 8 below.*

**Optional: Any Other Information.** *Please provide any other information here if you wish to do so.*

**MODEL LETTER – CONFIRMATION OF SUCCESSFUL  
APPLICATION TO BE PAID ON THE UPPER PAY RANGE**

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**TO:** *(Insert full name of teacher in CAPS)*

**DATE:**

**Teacher Ref. No. (TRN):**

Dear

**Confirmation of Successful Assessment of Application to be paid on the Upper Pay Range**

I am pleased to inform you that your request for assessment to be paid on the Upper Pay Range has been successful.

In accordance with the school's policy and arrangements, you will be paid on the minimum of the Upper Pay Range for Outer London, as set out in the School Teachers' Pay and Conditions Document, with effect from 1<sup>st</sup> September 2 ... *(state year)*. Any further progression on the Upper Pay Range in the future, should you remain in post, will be considered as specified in the school's policy on pay progression for upper pay range teachers.

You are advised to retain this letter as you may need it in the future as evidence that you successfully applied for assessment to be paid on the Upper Pay Range at this school. However, it is important you are aware that your successful progression from the main to the upper pay range applies within this school only, and whilst you remain in continuous employment here. It may not apply if you move to a post elsewhere. It is for each individual Governing Body (or Local Authority for centrally employed teachers) to decide on its own policy relating to starting pay, including where a teacher has previously been successful in gaining access to the upper pay range. Similarly, there would be no obligation to pay you on the upper pay range should you return to this school at some time in the future following employment elsewhere, or following a break in service.

Please accept my congratulations on your successful application.

Yours sincerely,

**Headteacher**

**NAME OF HEADTEACHER (CAPS):**

**NAME AND ADDRESS OF SCHOOL AT WHICH ASSESSMENT WAS CONDUCTED:**

**MODEL LETTER – UNSUCCESSFUL  
APPLICATION TO BE PAID ON THE UPPER PAY RANGE**

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**TO:** *(Insert full name of teacher in CAPS)*

**DATE:**

Dear

**Application to be Paid on the Upper Pay Range**

Thank you for submitting an application to be paid on the Upper Pay Range.

After careful consideration of your application, I regret that you have not met the following Standards to the required level:

*(Insert details of Standards not met to the required level, as appropriate)*

I am pleased to inform you that you have, however, met the following Standards to the required level:

*(Insert details of Standards met to the required level, as appropriate)*

In these circumstances, I have no alternative but to confirm that you have been unsuccessful in your application on this occasion.

In view of my decision, it is important that we now meet as soon as possible to discuss your application further. In particular, we need to consider the areas in which you need to develop in order to reach the Standards to the required level and how I can support you in this respect.

I would like to meet with you on ..... *(date)* at ..... *(time)* so that we can have a meaningful discussion. Please let me know as soon as possible if this is not convenient for you. I am happy for you to be accompanied by a Professional Association Representative or a colleague if you consider that this would be helpful to you.

Should you not be satisfied with the situation following our discussion, you will be given the right of appeal under the school's "Procedure for Dealing with Appeals Against Teachers' Pay Decisions and Appraisal Statements'. However, I do hope that we can have a constructive discussion on a way forward that will assist in enabling you to submit a successful application to be paid on the Upper Pay Range in the future.

Yours sincerely,

**Headteacher**

## **APPENDIX 6**

# **STAFFING STRUCTURE**



STAFFING STRUCTURE: ..... (State relevant date) ONWARDS

(a) Structure of Teaching Posts

**LEADERSHIP GROUP**  
*(HT post and state details of number of posts in each other category, i.e. DHTs, AHTs, main responsibilities and pay levels/ranges)*

**LEADING PRACTITIONER POSTS**  
*(State numbers, specialisms/ roles, pay ranges)*

**TEACHING AND LEARNING RESPONSIBILITY (TLR) POSTS**  
*(Make clear the particular TLR payment levels to be used by the school, numbers of posts at each level, and main responsibilities; state also if SEN Allowances are attached to any posts)*

**CLASSROOM TEACHER POSTS WITHOUT TLR PAYMENTS ATTACHED**  
*(State numbers, subjects/areas; state also if SEN Allowances are attached to any posts)*

NB. This structure may be subject to review to take account of any new developments. Any significant changes will be the subject of consultation with staff and their Representatives, as considered appropriate.

(b) **Structure of Support Staff Posts**

**PEDAGOGICAL**

*(E.g. HLTAs, TAs  
Cover Supervisors,  
Learning Support Assistants,  
Nursery Nurses)*

*(State types and numbers of posts,  
main responsibilities, pay levels/  
grades)*

**BEHAVIOUR, GUIDANCE  
AND WELFARE**

*(E.g. Pastoral/Welfare/Student  
Support  
Managers and/or Staff  
School Counsellors  
Learning Mentors  
Playleaders  
Lunchtime Supervisors)*

*(State types and numbers of posts,  
main responsibilities, pay levels/  
grades)*

**ADMINISTRATION AND  
ORGANISATION**

*(E.g. Bursar/Business Managers  
Administrative/Clerical/  
Secretarial Staff  
Reprographics Staff  
Technicians  
Librarians  
Exams Officers and Invigilators  
Premises/Facilities Staff)*

*(State types and numbers of posts,  
main responsibilities, pay levels/  
grades)*

**CATERING AND CLEANING (if appropriate)**

*(State brief details of posts)*

**NB.** This structure may be subject to review to take account of any new developments. Any significant changes will be the subject of consultation with staff and their Representatives, as considered appropriate.

**(NB: THIS IMPLEMENTATION PLAN IS ONLY REQUIRED WHERE A REVISED STAFFING STRUCTURE HAS BEEN AGREED BY THE GOVERNING BODY BUT HAS YET TO BE FULLY IMPLEMENTED)**

\_\_\_\_\_ SCHOOL:

**STAFFING STRUCTURE: \_\_\_\_\_ (state relevant date)**

**ONWARDS – IMPLEMENTATION PLAN\***

*A staffing review was carried out during ----- (state period of time or dates) with a view to ensuring that the management and deployment of all staff and the allocation of responsibilities and duties continue to be effective and focused on teaching and learning in order to raise standards.*

*All staff at this school and representatives of the recognised trade unions were consulted during the review process.*

*Following the consultation period, a revised staffing structure for the School was approved and adopted by the Governing Body. This is attached.*

*The Governing Body also approved a plan for implementing the staffing structure. The details are as set out below.*

***(State details of how the revised structure is to be implemented –***

- ***Summary of categories of staff affected and unaffected.***
- ***The particular approach to be adopted to implementing of the changes e.g. natural wastage/incremental approach and how and when this can be achieved and/or a reorganisation process whereby appointments will be made to all posts by matching/slotting in, ring-fenced recruitment and selection, internal/external advertisement, as appropriate to the positions. Reference could also be made here to the process drawn up by the CSA (LA) for schools/services to follow when making appointments to the new structure.***
- ***Timetable for carrying out the whole process to ensure that the new structure is fully in place by \_\_\_\_\_ (state relevant date).***
- ***It is also recommended that a statement is added to the effect that any future changes to the school's staffing structure and plan for implementing the changes will be the subject of consultation with staff and their Representatives, as considered appropriate).***

***(\*Where there are no agreed changes to be made to the staffing structure that is already in place, this Appendix, the Implementation Plan, can be omitted. [The Staffing Structure should continue to be attached to the Pay Policy]. However, a note should be attached to the Staffing Structure to the effect that future changes to the structure will be the subject of consultation with staff and their Representatives, as considered appropriate. The new structure and an Implementation Plan will then be attached to the Policy).***

\_\_\_\_\_ **SCHOOL:**

**USE OF SPECIAL EDUCATIONAL NEEDS ALLOWANCES**  
**(State relevant date) ONWARDS**

Note re. text below – Text in *italics* is suggested wording to use in this Appendix. Text in ***bold italics*** is intended as commentary for Governors.

*The statutory School Teachers’ Pay and Conditions Document states that a SEN Allowance must be awarded to a qualified classroom teacher occupying a post that meets certain specified criteria. Where it is determined that a post meets the criteria and a SEN Allowance must, therefore, be paid, it is for the Governors to determine the value of any Allowance within the SEN Range. This will take into account the structure of the school’s SEN provision and factors such as:*

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

*The School’s Staffing Structure, attached as part of this Appendix, indicates any classroom teacher posts that have SEN Allowances attached. (This automatically applies to all Main and Upper Pay Range posts in Special Schools).*

*The Governing Body’s current policy for the payment of any Allowance(s) within the SEN Range, where applicable, is set out below.*

**Governors should insert their own arrangements for the award of a SEN Allowance here, taking account of the following commentary:**

***Guidance issued alongside the STPCD has enlarged upon the requirements stated in (a) to (c) above for setting appropriate values for the allowances. It states that schools will need to make a judgement about the nature and challenge of a teacher’s work with pupils with SEN compared and related to that of other teachers in the school or service.***

***In establishing appropriate values for SEN allowances, schools should ensure that they have considered the full range of payments available and that the values chosen are properly positioned between the minimum and maximum points within the range. For example, a teacher who is teaching a special class for which a mandatory qualification is required and who has considerable relevant background (and who is, therefore, seen as one of the school’s leading professionals in this area) would be more likely to be paid towards the top end of the range. Differential values relating to SEN roles in the school should be established to properly reflect significant differences in the nature and challenge of the work entailed so that the different payment levels can be objectively justified.***

**Some Options for setting appropriate Payment Levels within the SEN Range**

***In considering the factors set out in (a) to (c) above, together with the additional guidance provided, there are a variety of options available for setting appropriate payment levels. What is appropriate is likely to depend upon the type and structure of SEN provision within different schools/services and/or the level of expertise/background required of individual postholders.***

*Three examples of establishing payment levels are set out below. These are not exhaustive and are intended as a starting point for consideration.*

**STRUCTURE OF SEN ALLOWANCES – EXAMPLE 1**

*In relation to posts attracting a SEN Allowance, payment will be made to individual postholders as set out below.*

<i>Minimum of SEN Range</i>
<p><i>All qualified classroom teachers will receive a SEN Allowance at the minimum of the SEN Range.</i></p> <p><i>The Allowance is payable in respect of the nature and challenge of the SEN provision within the school/service and level of expertise required of all postholders.</i></p>

*Advantages of Example 1 - it is easy to administer, on-going costs are known from the outset and it is not divisive. Disadvantages - there is no flexibility and it does not recognise relative individual expertise, skills or abilities.*

**STRUCTURE OF SEN ALLOWANCES – EXAMPLE 2**

*Note that the example below could be used with or without the ‘Higher Allowance Payable According to the Relative Demands of the Post’ described below the Table showing the different payment levels.*

*In relation to posts attracting a SEN Allowance, payment will be made to individual postholders according to the arrangements set out below.*

<i>Minimum of SEN Range</i>	<i>Maximum of SEN Range</i>
<p><i>(1) Those teachers with less than 5 years’ work/activities with, or relevant to, the particular SEN post at the school/service (to be determined by the relevant body) and with no additional SEN qualification relevant to the post/particular needs of the pupils at the school/service.</i></p> <p style="text-align: center;"><b><u>OR</u></b></p> <p><i>(2) Those teachers with an additional SEN qualification relevant to the post/particular needs of the pupils at the school/service, but who have less than 3 years’ work/activities with, or relevant to, the particular SEN post at the school/service (to be determined by the relevant body).</i></p>	<p><i>(1) Those teachers with a minimum of 5 years’ work/activities with, or relevant to, the particular SEN post at the school/service (to be determined by the relevant body).</i></p> <p style="text-align: center;"><b><u>OR</u></b></p> <p><i>(2) Those teachers with a minimum of 3 years’ work/activities with, or relevant to, the particular SEN post at the school service (to be determined by the relevant body) <b><u>AND WHO HAVE</u></b> an additional SEN qualification relevant to the post/particular needs of the pupils at the school/service.</i></p>

**Higher Allowance Payable According to the Relative Demands of the Post:**

*If at any time it is considered by the relevant body that the relative demands of a particular post, or posts, when compared with others attracting a SEN allowance are greater, a higher allowance will be paid at an assessed point between the minimum and maximum values above, as appropriate to the individual teacher's current position based on work/activities and/or qualifications, as relevant. (It should be noted that this principle can only be applied where an individual teacher is not already on the maximum point).*

*Where a higher allowance may be payable in relation to a particular post due to its relative demands when compared with other SEN roles, this will be shown in the school's staffing structure.*

*Note that a higher allowance that may be payable in these circumstances relates only to comparison of SEN roles. This should not be confused with additional responsibilities which may be more appropriately addressed by consideration of TLR payments where those criteria are met.*

*Advantages of Example 2 - it recognises individual skills, abilities and expertise, as well as providing additional motivation, or an incentive, for teachers. Disadvantages - it could prove costly, particularly where teachers remain in post for a long period and, based on qualifications and time in post alone, there is a large jump between the minimum and maximum positions.*

**STRUCTURE OF SEN ALLOWANCES – EXAMPLE 3**

*Note that the example below could be used with or without the 'Higher Allowance Payable According to the Relative Demands of the Post' described below the Table showing the different payment levels.*

*In relation to posts attracting a SEN Allowance, payment will be made to individual postholders according to the arrangements set out below.*

<i>Minimum of SEN Range</i>	<i>Midway Point of SEN Range</i>	<i>Maximum of SEN Range</i>
<p><i>(1) Those teachers with less than 2 years' work/activities with, or relevant to, the particular SEN post at the school/service (to be determined by the relevant body) <u>WITH NO</u> additional SEN qualification relevant to the post/particular needs of the pupils at the school/service.</i></p>	<p><i>(1) Those teachers with a minimum of 2 years' work/activities with, or relevant to, the particular SEN post at the school/service (to be determined by the relevant body).</i> <b><u>AND/OR</u></b> <i>(2) Those teachers with an additional SEN qualification relevant to the post/particular needs of the pupils at the school/service.</i></p>	<p><i>(1) Those teachers with a minimum of 5 years' work/activities with, or relevant to, the particular SEN post at the school/service (to be determined by the relevant body).</i> <b><u>OR</u></b> <i>(2) Those teachers with a minimum of 3 years' work/activities with, or relevant to, the particular SEN post at the school service (to be determined by the relevant body) <u>AND WHO HAVE</u> an additional SEN qualification relevant to the post/particular needs of the pupils at the school/service.</i></p>

**Higher Allowance Payable According to the Relative Demands of the Post:**

*If at any time it is considered by the relevant body that the relative demands of a particular post, or posts, when compared with others attracting a SEN allowance are greater, a higher allowance will be paid halfway between the minimum and midway points or between the midway and maximum points above, as appropriate to the individual teacher's current position based on work/activities and/or qualifications, as relevant. (It should be noted that this principle can only be applied where an individual teacher is not already at the maximum of the range).*

*Where a higher allowance may be payable in relation to a particular post due to its relative demands when compared with other SEN roles, this will be shown in the school's staffing structure.*

*Note that a higher allowance that may be payable in these circumstances relates only to comparison of SEN roles. This should not be confused with additional responsibilities which may be more appropriately addressed by consideration of TLR payments where those criteria are met.*

**Advantages of Example 3** - *it makes better use of the available SEN Range and it provides greater flexibility and motivation, or an incentive, for individual teachers. Disadvantages - it could prove costly, particularly where teachers remain in post for a long period of time, and it will be more complex to administer.*

*From time to time a Supply Teacher may be employed, exceptionally, on a regular or longer term basis in a post that attracts payment of a SEN Allowance. As considered appropriate, the above policy may be applied in circumstances where the individual concerned meets the requirements set out.*

(90)

**SPS**  
Schools' Personnel Service

6,000