



PAY POLICY

PRESTON MANOR SCHOOL

An All-Through School

Governors' Committee Responsible: Resources, Audit and Risk Committee	
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PRESTON MANOR SCHOOL PAY POLICY

2023/2024 ACADEMIC YEAR

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Personal and professional conduct

This policy is intended to be a whole school policy however it is recognised that to reflect legislative changes the bulk of this policy relates to teachers rather than support staff.

The governing body aims to maximise the achievement of every pupil at the school and recognises the value of a well-motivated and capable body of teaching and support staff in the achievement of this. The prime statutory duty of governing bodies in England, as set out in paragraph 21(2) of the Education Act 2002 is to "...conduct the school with a view to promoting high standards of educational achievement at the school."

The governing body will monitor the implementation and outcome(s) of the arrangements and review this policy and its operation every year. This pay policy seeks to ensure that all staff are properly rewarded for their contribution towards this shared goal. This policy has been developed to comply with current legislation and the requirements of the 2023 School Teachers' Pay and Conditions Document and has been consulted on with staff and the recognised trade unions.

1. EQUALITIES AND PERFORMANCE RELATED PAY

The governing body will ensure that its processes are open, transparent and fair. All decisions will be objectively justified. Adjustments will be made to take account of special circumstances, e.g. an absence or maternity or long-term sick leave. The exact adjustments will be made on a case-by-case basis, depending on the individual teacher's circumstances and those of the school.

In the case of early career teachers (ECTs), the relevant 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(8). The relevant 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 a school from awarding pay progression to ECTs at the end of the first year.

The Governing Body will monitor the outcomes and impact of this policy on a regular basis, including trends in progression across specific groups of teachers to assess its effect and the school's continued compliance with equalities legislation. An Equalities Impact Assessment will be produced and will be shared with staff via Union representatives subject to provisions of data protection.

1.1 Equalities Legislation

The governing body will comply with relevant equalities legislation:

- Employment Relations Act 2004;
- Equality Act 2010;
- Employment Rights Act 1996;
- The Part-time Workers (Prevention of Less Favourable Treatment) Regulations 2000;
- The Fixed-term Employees (Prevention of Less Favourable Treatment) Regulations 2008; and
- The Agency Workers Regulations 2010.

The governing body will promote equality in all aspects of school life, particularly in relation to all decisions on advertising of posts, appointing, promoting and paying staff, training and staff development.

1.2 BASIC PRINCIPLES

The governing body is committed to the operation of an appraisal process for teachers and support staff, with the objective of maximising the professional development of all staff and progress of pupils. The governing body will ensure that all staff in school have access to advice, training and development opportunities appropriate to their needs

1.3 ROLES AND RESPONSIBILITIES

The governing body will fulfil its obligations to:

- **Teachers:** as set out in the School Teachers' Pay and Conditions Document (STPCD) [STPCD 2023](#)
- and the Conditions of Service for School Teachers in England and Wales (commonly known as the 'Burgundy Book'). [Burgundy Book](#)
- **Support staff:** the National Joint Council for Local Government Services National Agreement on Pay and Conditions of Service (Green Book). [Green Book - Updated April 2022](#)

SUPPORT STAFF

The governing body is able to determine the pay of support staff in accordance with paragraph 17 and 29 of the School Staffing (England) Regulations 2009 and Chapter 7 of the associated guidance. The pay committee will determine the pay grade of support staff on appointment having regard for the scale of grades, currently applicable in relation to employment with the LA, which the pay committee consider appropriate for the post. In reaching its determination, the pay committee may consider the advice of the LA, but will not consider itself bound by that advice. The appeals process is set out in the appendix to this policy.

NATIONAL LIVING WAGE & MINIMUM WAGE

The school ensures that all applicable staff are paid at least the National Living Wage. Applicable staff are all those of 23 years of age or over. The school pays employees of 23 years of age or less on at least the National Minimum Wage as follows:-

	NMW rate	Annual increase (£)	Annual increase (per cent)
National Living Wage (23+)	£10.42	0.92	9.7
21-22 Year Old Rate	£10.18	1.00	10.9
18-20 Year Old Rate	£7.49	0.66	9.7
16-17 Year Old Rate	£5.28	0.47	9.7
Apprentice Rate	£5.28	0.47	9.7
Accommodation Offset	£9.10	0.40	4.6

The Headteacher will:

- develop clear arrangements for linking appraisal to pay progression and consult with staff and school trade union representatives on the appraisal and pay policies;
- submit any updated appraisal and pay policies to the governing body for approval;
- ensure that effective appraisal arrangements are in place and that any appraisers have the knowledge and skills to apply procedures fairly;
- ensure that the school's Senior Leadership Team (SLT) as appropriate are briefed on the application of the governing body's approach to linking performance appraisal to pay progression and ensure consistency of approach in the application of this policy.
- have the final say on all recommendations in relation to pay progression or otherwise.
- submit pay recommendations to the governing body and ensure the governing body has sufficient information upon which to make pay decisions; ensure that teachers are informed about decisions reached; and that records are kept of recommendations and decisions made.

Staff will:

- engage with appraisal; this includes working with their appraiser to ensure that there is a secure evidence base in order for an annual pay determination to be made;
- keep records of their objectives and review them throughout the appraisal process;
- share any evidence they consider relevant with their appraiser;

1.4 PAY COMMITTEE AND TERMS OF REFERENCE

The governing body has delegated its pay powers to the pay committee. Any person employed to work at the school, other than the headteacher, must withdraw from a meeting at which the pay or appraisal of any other employee of the school, is under consideration. The headteacher must withdraw from that part of the meeting where the subject of consideration is his or her own pay. A relevant person must withdraw where there is a conflict of interest or any doubt about his/her ability to act impartially.

The relevant terms of reference are:

- ensure that the whole school pay policy is operated in a fair and equal manner;
- ensure that the criteria set by the whole school pay policy is applied in determining the pay of each member of staff at the annual review;
- to observe all statutory and contractual obligations;
- to minute clearly the reasons for all decisions and report the fact of these decisions to the next meeting of the full governing body;
- to recommend to the governing body the annual budget needed for pay, ensuring that appropriate funding is allocated for pay progression at all levels
- to keep abreast of relevant developments and to advise the governing body when the school's pay policy needs to be revised;
- to work with the headteacher in ensuring that the governing body complies with the Appraisal Regulations 2012 (teachers).

The decision of the pay committee will be placed in the confidential section of the governing body's agenda and will either be received or referred back. Reference back may occur only if the pay committee has exceeded its powers under the policy.

2. TEACHERS PAY

All teachers employed at the school are paid in accordance with the statutory provisions of the School Teachers' Pay and Conditions Document, as updated. A copy of the STPCD 2023 may be viewed online at:

<https://www.gov.uk/government/publications/school-teachers-pay-and-conditions>

Departmental advice to help schools and governing bodies develop their approach to teachers' and leadership pay can be found at the following link:

<https://www.gov.uk/government/publications/reviewing-and-revising-school-teachers-pay>

The title of the document is 'Implementing your school's approach to pay'.

2.1 PAY REVIEWS

The governing body (through the pay committee) will ensure that every teacher's salary is reviewed with effect from 1 September each year and no later than 31 October (31 December for headteachers). Where a teacher is on long term absence at the relevant time consideration will be given to adjusting the timing on a case-by-case basis. Within one month of the determination, the governing body will provide the teacher with an individual written statement setting out their salary and any allowances to which they are entitled, and advising where a copy of the whole school pay policy (including the staffing structure) may be inspected.

Pay reviews for all teachers, including the headteacher, will be based on performance as recorded through staff appraisal. Every appraisal report will contain a pay recommendation. Final decisions about whether or not to accept a pay recommendation will be made by the Governing Body, having regard to evidence provided as part of the Appraisal review, the appraisal report, the relevant teachers' standards and taking into account advice from senior leaders.

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

2.2 PAY FOR HEADTEACHERS

2.2 LEADERSHIP GROUP PAY (PART 2, PARAGRAPHS 4-11, STPCD 2023)

The governing body will determine a salary for headteachers, deputy headteachers or assistant headteachers in accordance with paragraphs 5 and 9 of the document.

The pay range for members of the leadership group is:

Reference scale point	Value £
1	£56,100
2	£57,288
3	£58,500
4	£59,731
5	£61,004
6	£62,304
7	£63,745
8	£65,007
9	£66,402
10	£67,880
11	£69,407
12	£70,807
13	£72,351
14	£73,933
15	£75,545
16	£77,324
17	£78,896
18	£80,655
19	£82,433
20	£84,256
21	£86,119
22	£88,036
23	£89,989
24	£92,007
25	£94,067
26	£96,172
27	£98,332
28	£100,552
29	£102,827
30	£105,160
31	£107,541
32	£109,986
33	£112,502
34	£115,062
35	£117,700
36	£120,389
37	£123,168
38	£125,988
39	£128,840
40	£131,840
41	£134,913
42	£138,062
43	£139,891

Determination of the school's headteacher group

The governing body will assign the school to a headteacher group in accordance with paragraphs 5, 6 (ordinary schools), 7 (special schools) and 8 (particular cases).

Determination of leadership pay ranges

The governing body will determine a pay range for headteachers and for deputy headteachers or assistant headteachers in accordance with paragraphs 9.2 to 9.4.

- When determining the leadership pay range, the governing body will take into account all of the permanent responsibilities of the role, any challenges that are specific to the role, and all other relevant considerations. In the case of a new appointment, the governing body may consider the extent to which the leadership pay range reflects how closely their preferred candidate meets the requirements of the post. The governing body will ensure that there is appropriate scope within the range to allow for performance related progress over time.
- The pay committee will ensure that the maximum of the headteacher's pay range and any additional payments made under paragraph 10 do not exceed the maximum of the headteacher group by more than 25%, other than in exceptional circumstances. In exceptional circumstances, the governing body will seek external independent advice before providing such agreement and will support its decision with a business case.
- The pay committee will ensure that the maximum of the deputy or assistant headteacher's pay range does not exceed the maximum of the headteacher group for the school, calculated in accordance with paragraphs 6-8.
- The pay committee will consider the determination of a seven point pay range for the headteacher and a five point pay range for the deputy headteacher(s) and assistant headteacher(s).

Determination of temporary payments to headteachers

The pay committee will consider the use of additional payments, to the headteacher, for clearly temporary responsibilities or duties that are in addition to the post for which their salary has been determined in accordance with the provisions of paragraphs 10.1-10.4.

2.3 PAY PROGRESSION FOR LEADERSHIP GROUP MEMBERS (Paragraph 11)

The pay committee will review the pay of the headteacher, deputy headteacher(s) and assistant headteacher(s), in accordance with paragraph 11.

- The pay committee will consider annually whether or not to increase the salary of the members of the leadership group who have completed a year of service since the previous pay determination, and if they determine to do so, to what salary within the relevant range set out in paragraphs 4.4 and where applicable, 5.3 and 9.1.
- The pay committee will award up to two points where there has been sustained high quality of performance having regard to the results of the most recent appraisal, and to any recommendation on pay progression recorded as part of the individual's appraisal report.
- The pay committee will ensure that pay decisions are clearly attributable to the performance of the individual as per paragraph 11.2 (a) and (d).

2.4 PAY RANGES FOR OTHER CLASSROOM TEACHERS (Part 3, paragraphs 12-19, STPCD 2023)

2.4.1 Basic Pay Determination on Appointment

Although governing bodies are no longer required to match a teacher's existing salary on either the main, upper or the unqualified pay scales, governors will, seek to ensure that the existing pay point of teachers applying for posts in the school is matched where the salary reflects an appropriate reference point in this policy. Governors will not seek to limit the pay range for vacant teaching posts.

2.4.2 Main Pay Range (Paragraph 13 and 19, STPCD 2023)

In this school all teachers can expect to receive regular, constructive feedback on their performance and are subject to annual appraisal that recognises their strengths, informs plans for their future development, and helps to enhance their professional practice. The arrangements for teacher appraisal are set out in the school's appraisal policy.

Decisions regarding pay progression will be made annually with reference to the most recent appraisal report. Movement up the pay range will be made where there has been a successful appraisal as evidenced by the Performance Management/ Appraisal outcomes.

Decisions regarding pay progression will be made with reference to the teachers' appraisal reports and the pay recommendations they contain. In the case of Early Career Teachers (ECTs), whose appraisal arrangements are different, pay decisions will be made by means of the statutory induction process. Teachers who pass this induction process should be eligible for pay progression.

Judgments will be properly rooted in evidence provided as part of the Performance Management/Appraisal review.

The evidence used will be only that available through the appraisal process, meeting the relevant teachers' standards taking into account their role in the school and advice from senior leaders. Decisions not to progress up the pay spine will only be made in circumstances where concerns about standards of performance have been raised in writing as part of the appraisal process.

Further information, including sources of evidence is contained in the school's Performance Management/Appraisal Policy for Teaching Staff.

The pay committee will be advised by the headteacher in making all such decisions. Any increase (i.e. no movement, one point, more than one point) will be clearly attributable to the performance of the teacher in question. The pay committee must be able to objectively justify its decisions.

The main-scale for 2023-24 is:

Reference scale point	Value
1	£36,745
2	£38,491
3	£40,318
4	£42,233
5	£44,615
6	£47,666

2.4.3 Early Career Teachers (ECTs)

Decisions on pay progression for newly qualified teachers subject to statutory induction arrangements will be taken by 31 October each year to take effect on 1 September of that year and will be based on a recommendation from the headteacher which takes account of the teacher's assessment under the induction arrangements and against the Teachers' Standards. Teachers who pass the induction process will be eligible for pay progression.

2.4.4 Upper Pay Range (UPR) (paragraphs 14 and 19, STPCD 2023)

Qualified teachers who have been assessed by this school as meeting the standards for payment on the Upper Pay Range will be paid in accordance with the school's upper pay range:

Reference Scale Point	Value
1	£52,526
2	£55,107
3	£56,959

Annual pay progression within the range for this post is not automatic. Decisions regarding pay progression will be made annually with reference to the most recent appraisal report and UPR teachers will be eligible to progress to the next point on the school's upper pay range where their appraisal outcome confirms that their performance over at least two consecutive academic years in this school has been highly competent in all elements of the relevant standards; their teaching skills are consistently good or outstanding (which leads to learners achieving well relative to their prior attainment, making progress as good as, or better than, similar learners nationally); and that their achievements and contribution to the school are substantial and sustained.

Any points awarded on the upper pay range are permanent, while the teacher remains in the same post or takes up another post in this school.

For new appointees the teacher's performance appraisal reports from previous schools can be considered by the governing body as appropriate.

A decision not to award pay progression may be taken whether or not the teacher is subject to capability proceedings.

2.4.5 Leading Practitioner Posts (paragraph 16, STPCD 2023)

The governing body has taken account of paragraphs 32-38 of the Document when determining the role of leading practitioner in this school. Additional duties will be set out in the job description of the leading practitioner and will include:

- a leadership role in developing, implementing and evaluating policies and practices in the school that contribute to school improvement;
- the improvement of teaching within this school and within the wider school community which impact significantly on pupil progress;
- improving the effectiveness of staff and colleagues, particularly in relation to specific areas such as
 - a. coaching, mentoring and induction of teachers, including trainees and ECTs;
 - b. disseminating materials and advising on practice, research and CPD provision;
 - c. assessment and impact evaluation, including through demonstration lessons and classroom observation;
 - d. helping teachers who are experiencing difficulties.

The governing body has determined that 2 leading practitioner posts are to be included in the school's staffing structure. These posts have the primary purpose of modelling and leading improvement of teaching skills.

The governing body will determine a pay range for each leading practitioner post on appointment within the following range for the academic year 2023-2024:

Reference scale point	Value
1	£56,377
2	£57,568
3	£58,787
4	£60,025
5	£61,305
6	£62,611
7	£64,060
8	£65,327
9	£66,730

10	£68,213
11	£69,748
12	£71,155
13	£72,708
14	£74,296
15	£75,917
16	£77,704
17	£79,283
18	£81,051

Annual pay progression within the range for this post is not automatic. Decisions regarding pay progression will be made annually with reference to the most recent appraisal report.

The governing body will consider awarding one pay point on the individual range for the post having regard to evidence provided as part of the Performance Management/ Appraisal review, the relevant teachers' standards and taking into account advice from senior leaders.

A Leading Practitioner is not eligible for a teaching and learning responsibility payment or a special educational needs allowance.

2.5 Pay for Unqualified Teachers (paragraph 17, STPCD 2023)

An unqualified teacher is either a trainee working towards qualified teacher status, an overseas trained teacher who has not exceeded the four years they are allowed without obtaining qualified teacher status, or an instructor with a particular skill.

The school's pay range for an unqualified teacher in 2023-24 is:

Reference Scale Point	Value
1	£25,831
2	£28,194
3	£30,557
4	£32,640
5	£35,000
6	£37,362

Annual pay progression within the range for this post is not automatic. Decisions regarding pay progression will be made annually with reference to the most recent appraisal report. Any movement up the pay range will only be made where there has been sustained high quality of performance. A decision not to award pay progression may be taken whether or not the teacher is subject to capability proceedings.

Any pay points awarded to unqualified teachers are permanent, while the teacher remains in the same post or takes up a new one at this school.

Unqualified teachers are not eligible for teaching and learning or special educational needs allowances. The governing body will not under any circumstances determine a salary for an unqualified teacher outside of the unqualified teacher pay spine.

2.5.1 Unqualified Teachers' allowance (paragraph 22, STPCD 2023). The governing body has the discretion to award an additional allowance to an unqualified teacher where it considers that, in the context of its staffing structure the teacher has taken on a sustained additional responsibility which is focused on teaching and learning and requires the exercise of a teachers' professional skills and judgement, or where the teacher holds qualifications or experience which bring added value to the role being undertaken.

2.6 MOVEMENT TO THE UPPER PAY RANGE (paragraph 15, STPCD 2023)

It is the responsibility of teachers to decide whether they wish to apply to be paid on the Upper Pay Range. Determinations as to whether a teacher progresses to the upper pay range will be made in accordance with paragraph 15 of the STPCD 2023 and the process set out in this pay policy.

An application from a qualified teacher will be successful where the Governing Body is satisfied that the teacher has evidence of high performance in this school in the previous two years which shows that the teacher is highly competent in all elements of the teachers' standards and that their achievements and contribution to the school are substantial and sustained and they are able to demonstrate that they have developed professionally in their teaching expertise.

In this school teachers will be eligible to apply for progression where the teacher has progressed to the top of the school's main pay range and is demonstrably working to the UPR career stage standards.

All applications should be based on the results of the two most recent appraisals, under the Appraisal Regulations 2012, in this school, including any recommendation on pay from the reviewer. Where such information is not applicable or available, (e.g. those returning from maternity or sickness absence) a written statement and summary of evidence designed to demonstrate that the applicant has met the assessment criteria must be submitted by the applicant.

In order for the assessment to be robust and transparent, it will be an evidence-based process only. Further evidence can be produced as appropriate at the discretion of the headteacher. Those teachers who are not subject to the Appraisal Regulations 2012, or who have been absent, through sickness, disability or maternity, may cite written evidence from a 3 year period before the date of application in support of their application.

2.6.1 Process:

One application may be submitted annually. The closing date for applications is normally 30 September each year; however, exceptions will be made in particular circumstances, e.g. those teachers who are on maternity leave or who are currently on sick leave. The process for applications is:

- Complete the school's UPR application form (Appendix Two)
- Submit the application form and supporting evidence to the headteacher by the cut-off date of 30 September.
- Applicant will receive notification of the name of the assessor within 5 working days;
- Assessor will assess the application, which will include a recommendation to the pay committee;
- The application, evidence and recommendation will be passed to the headteacher for moderation purposes, if the headteacher is not the assessor;
- The pay committee will make the final decision, advised by the headteacher;
- Teachers will receive written notification of the outcome of their application by 31 October. Where the application is unsuccessful, the written notification will include the areas where it was felt that the teacher's performance did not satisfy the relevant criteria set out in this policy (see 'Assessment' below).
- If requested, oral feedback will be provided by the assessor. Oral feedback will be given within 10 school days of the date of notification of the outcome of the application. Feedback will be given in a positive and encouraging environment and will include advice and support on areas for improvement in order to meet the relevant criteria.
- Successful applicants will move to the minimum of the UPR backdated to 1 September of the year of application.
- Unsuccessful applicants can appeal the decision. The appeals process is set out at the back of this pay policy.

2.6.2 Assessment:

Decisions will be made on the basis of two successful performance management reviews/appraisals.

The teacher will be required to meet the criteria set out in paragraph 15 of the Document, namely that:

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

In this school, this means:

"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 they are fulfilling and the context in which they are working.

"substantial": the teacher's achievements and contribution to the school are significant, not just in raising standards of teaching and learning in their own classroom, or with their own

groups of children, but also in making a positive contribution to the wider life and ethos of the school, which impacts on pupil progress and the effectiveness of staff and colleagues.

“sustained”: the teacher must have had two consecutive successful appraisal reports in this school and have made good progress towards their objectives during this period (see exceptions, e.g. maternity/sick leave, in the introduction to this section). They will have been expected to have shown that their teaching expertise has grown over the relevant period and is consistently good to outstanding.

If a teacher is simultaneously employed at another school(s), they may submit separate applications if they wish to apply to be paid on the upper pay range in that school or schools. This school will not be bound by any pay decisions made by another school.

Progression to the upper pay range is permanent, while the teacher remains in the same post or takes up another post in this school.

2.7 ALLOWANCES FOR CLASSROOM TEACHERS (Part 4, paragraph 20-27, STPCD 2023)

2.7.1 Teaching and Learning Responsibility Payments (TLR’s)

The governing body may award a TLR to a classroom teacher in accordance with paragraph 20 of the Document and paragraphs 47 - 54 of the Section 3 guidance. TLR 1 or 2 will be for a clearly defined and sustained additional responsibility in the context of the schools staffing structure for the purpose of ensuring the continued delivery of high quality teaching and learning.

All job descriptions will be regularly reviewed and will make clear, if applicable, the responsibility or package of responsibilities for which a TLR is awarded, taking into account the criterion and factors set out at paragraph 20.4-20.5.

Before awarding any TLR 1 or 2 payment, the Governing Body must be satisfied that the teacher’s duties include a significant responsibility that is not required of all classroom teachers and that:

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

In addition, before awarding a TLR1 payment, the Governing Body must be satisfied that the significant responsibility referred to above includes line management responsibility for a significant number of people.

The school’s range for TLRs in 2023-24 is

TLR 2(a) £3,214
TLR 2(b) £5,353

TLR 1(a) £9,272
TLR 1(b) £11,412

TLR 2(c) £7,847

TLR 1(c) £13,519

TLR 1(d) £15,690

The pay committee may award a TLR3 of between £639 to £3,169 for clearly time-limited school improvement projects, or 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 work is taking place outside of normal directed hours but during the school day. The fixed-term for which they are to be awarded must be established at the outset of the award. The relevant body should not award consecutive TLR3s for the same responsibility unless that responsibility relates to tutoring, as set out above (as set out in paragraph 20 of the STPCD. The governing body will set out in writing to the teacher the duration of the fixed term, and the amount of the award will be paid in monthly instalments. This information will also be communicated to staff representatives via Trade Union representatives. No safeguarding will apply in relation to an award of a TLR3.

TLR3 payments will not be used to replace or otherwise limit teachers' pay progression on the Main, Upper or Leading Practitioner Pay Ranges, or to limit the number of TLR 1 or TLR2 posts in the staffing structure.

No classroom teacher will be expected to undertake a sustained additional responsibility without the award of a TLR.

2.7.2 Special Educational Needs (SEN) Allowance

The pay committee will award an SEN spot value allowance on a range of between £2,539 and £5,009 to any classroom teacher who meets the criteria as set out in paragraph 21 of the Document.

When deciding on the amount of the allowance to be paid, the governing body will take into account the structure of the school's SEN provision, whether any mandatory qualifications are required for the post, the qualifications or expertise of the teacher relevant to the post; and the relative demands of the post (paragraph 21.3 of the Document). The governing body will also establish differential values in relation to SEN roles in the school in order to reflect significant differences in the nature and challenge of the work entailed so that the different payment levels can be objectively justified. The governing body will take account of paragraphs 55 to 59 of the section 3 guidance.

Any existing SEN allowances will continue to be paid in full.

2.8 ADDITIONAL ALLOWANCES AND OTHER PAYMENTS (PART 4, PARAGRAPHS 23-28, STPCD 2023)

2.8.1 Acting Allowances

Acting allowances are payable to teachers who are assigned and carry out the duties of head, deputy head or assistant head in accordance with paragraph 23 of the Document. The pay committee will, within a four week period of the commencement of acting duties, determine whether or not the acting postholder will be paid an allowance. In the event of a planned and prolonged absence, an acting allowance will be agreed in advance and paid from the first day

of absence. Any teacher who carries out the duties of head, deputy head, or assistant head, for a period of four weeks or more, will be paid at an appropriate point of the head's ISR, deputy head range or assistant head range, as determined by the pay committee. Payment will be backdated to the commencement of the duties.

2.8.2 Additional payments

In accordance with paragraph 26 of the Document and paragraphs 60-69 of the section 3 guidance, the relevant body may make payments as they see fit to a teacher, including a headteacher in respect of:

- continuing professional development undertaken outside the school day;
- activities relating to the provision of initial teacher training as part of the ordinary conduct of the school;
- participation in out-of-school hours learning activity agreed between the teacher and the headteacher or, in the case of the headteacher, between the headteacher and the relevant body;
- additional responsibilities and activities due to, or in respect of, the provisions of services by the headteacher relating to the raising of educational standards to one or more additional schools.

The pay committee will make additional payments to teachers in accordance with the provisions of paragraph 26 of the Document where advised by the head. Payment will be calculated on a daily basis at 1/195th of the teacher's actual salary.

2.8.3 Recruitment and retention incentive benefits

The governing body may award lump sum payments, periodic payments, or provide other financial assistance, support or benefits for a recruitment or retention incentive (paragraph 27 of the Document and paragraphs 70-72 of the section 3 guidance).

The pay committee will consider exercising its powers under paragraph 27 of the Document where they consider it is appropriate to do so in order to recruit or retain relevant staff. It will make clear at the outset, in writing, the expected duration of any such incentive or benefit, and the review date after which they may be withdrawn.

The governing body will, nevertheless, conduct an annual formal review of all such awards.

Headteachers, deputy headteachers and assistant headteachers will not be awarded payments under paragraphs 27.1 to 27.2 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 – including non-monetary benefits – will be taken into account when determining the pay range.

2.8.4 Residential Duties

The pay committee will take account of agreements reached in the National Joint Council for Teachers in Residential Establishments in determining payments for residential duties.

2.8.5 Honoraria

The Governing Body will not pay any honoraria to any member of the teaching staff for carrying out their professional duties as a teacher, recognising that there is no provision within the STPCD 2023 for the payment of bonuses or honoraria in any circumstances.

2.9 PART-TIME TEACHERS (Part 6, paragraph 40-41)

Teachers employed on an on-going basis at the school but who work less than a full working week are deemed to be part-time. The Governing Body will give them a written statement detailing their working time obligations and the standard mechanism used to determine their pay, subject to the provisions of the statutory pay and working time arrangements and by comparison with the school's timetabled teaching week for a full-time teacher in an equivalent post.

2.10 SHORT NOTICE/SUPPLY TEACHERS (Part 6, paragraph 42)

Teachers employed on a day-to-day or other short notice basis will be paid on a daily basis calculated on the assumption that a full working year consists of 195 days; periods of employment for less than a day being calculated pro-rata.

2.11 PAY INCREASES ARISING FROM CHANGES IN THE DOCUMENT

All teachers are paid in accordance with the statutory provisions of the Document as updated from time to time. Pay uplifts will be applied across the pay ranges as set out in this document.

2.12 SAFEGUARDING (PART 5, PARAGRAPH 29 - 37)

The Governing Body will operate salary safeguarding arrangements in line with the provisions of the STPCD 2023.

2.13 SALARY SACRIFICE ARRANGEMENTS (PART 4, PARAGRAPH 28)

Where the employer operates a salary sacrifice arrangement, a teacher may participate in any arrangement and their gross salary shall be reduced accordingly, in accordance with the provisions of Part 4, Paragraph 28 of the Document.

3. APPEALS PROCEDURE

The governing body has an appeals procedure in relation to pay in accordance with the provisions of paragraph 2.1(b). It is set out in Appendix One of this pay policy.

4. PERSONAL AND PROFESSIONAL CONDUCT

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

Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

- treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
- showing tolerance of and respect for the rights of others
- not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.

Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.

Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

APPENDIX ONE: APPEALS PROCEDURE

A member of staff may seek a review of any determination in relation to his or her pay or any other decision taken by the governing body (or committee or individual acting with delegated authority) that affects his or her pay.

Appeals may be made on the grounds that the person or committee by whom the decision was made has:

- a) incorrectly applied any statutory provision;
- b) failed to have proper regard for statutory guidance;
- c) failed to take proper account of relevant evidence;
- d) was biased, and/or;
- e) otherwise unlawfully discriminated against the individual concerned.

This list is not exhaustive.

The procedure for considering appeals is as follows:

Where incremental progression is not awarded, the member of staff will receive written confirmation of their pay determination and the basis upon which the decision was made.

Stage one - Informal discussion with the appraiser or headteacher prior to confirmation of pay recommendation

1. If the member of staff is not satisfied, he/she should seek to resolve this by discussing the matter informally with the decision maker within ten working days of receipt of written notification of the pay determination.
2. Where this is not possible, or where the staff member continues to be dissatisfied with the decision, he/she may follow a formal appeal process.

Stage two – a formal representation to the person or governors' committee making the pay determination

3. The staff member should set down in writing the grounds for questioning the pay decision and send it to the person or committee who made the determination, within ten working days of the notification of the decision being appealed against or the outcome of the informal discussion referred to above.
4. The committee or person who made the determination should arrange a hearing, within ten working days of receipt of the written appeal, at which he/she/they will consider the appeal and give the staff member an opportunity to make representations in person. Following the hearing the employee should be informed in writing of the decision and the right to appeal. The deadline for any appeal will be ten working days from receipt of written confirmation of the decision.

Stage 3 – a formal appeal hearing with an appeals panel of governors

5. Any further appeal should be heard by a panel of three (or in exceptional circumstances two) governors who were not involved in the original determination normally within twenty working days of the receipt of the written notification of appeal. The member of staff will be given the opportunity to make representations in person. The decision of the appeal panel will be given in writing and where the appeal has been rejected this will include a note of the evidence considered and the reasons for the decision. The decision of the governors at this hearing will be final.

At all hearings under formal procedures the staff member is entitled to be accompanied by a colleague or trade union representative.

APPENDIX TWO: Application to be paid on the Upper Pay Range

Teacher:	Current Career stage:
Job Title:	Date:

Under each heading, please provide bullet point evidence to demonstrate that the post threshold standard has been met and there has been a sustained Performance. Summarise any evidence that isn't included in your recent appraisal reports that demonstrates you have met the success criteria for moving onto the UPR. For example, this part could cover extracurricular responsibilities.

Focus on evidence that demonstrates the impact your contributions have made and shows how long the achievements have been maintained for

P1 Contribute significantly, where appropriate, to implementing workplace policies and practice and to promoting collective responsibility for their implementation.

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| <ul style="list-style-type: none">••••• |
|---|

P2 Have an extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise learning to provide opportunities for all learners to achieve their potential.
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- | |
|---|
| <ul style="list-style-type: none">••••• |
|---|

P3 Have an extensive knowledge and well-informed understanding of the assessment requirements and arrangements for the subject/curriculum areas that teach, including those related to public examinations and qualifications.

- | |
|---|
| <ul style="list-style-type: none">••••• |
|---|

P4 Have up-to-date knowledge and understanding of the different types of qualifications and specifications and their sustainability for meeting learners' needs.

- | |
|---|
| <ul style="list-style-type: none">••••• |
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P5 Have a more developed knowledge and understanding of their subjects/curriculum areas and related pedagogy including how learning progresses within them.

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P6 Have sufficient depth of knowledge and experience to be able to give advice on the development and well-being of children and young people.

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P7 Be flexible, creative and adept at designing learning sequences within lessons and across lessons that are effective and consistently well-matched to learning objectives and the needs of learners and which integrate recent developments, including those relating to subject/curriculum knowledge.

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P8 Have teaching skills which lead to learners achieving well relative to their prior attainment, making progress as good as, or better than, similar learners nationally.

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P9 Promote collaboration and work effectively as a team member.

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P10 Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback.

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Any additional information:

Signed(applicant):

Date:

APPENDIX THREE: TEACHERS' STANDARDS

Preamble

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

Part One: Teaching

A teacher must:

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

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

2. Promote good progress and outcomes by pupils

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

3. Demonstrate good subject and curriculum knowledge

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

4. Plan and teach well-structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching

- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

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

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

6. Make accurate and productive use of assessment

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

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

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

8. Fulfil wider professional responsibilities

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