



Hunsbury Park Primary School

Teachers' Pay Policy

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Statement of intent

Hunsbury Park Primary School understands that a fair and transparent policy is needed to establish the pay structure of teaching staff at the school.

As a result, the school has developed this policy to ensure that all members of teaching staff are aware of the basis on which the school determines teachers' pay, the process for annual pay reviews and progression, and the process for addressing any grievances teachers may have concerning their pay.

In accordance with the 'School teachers' pay and conditions document 2019 and guidance on school teachers' pay and conditions' (STPCD), all pay progression at the school is linked to performance. For this reason, all pay progression decisions will first be determined by the school's Teacher Appraisal and Capability Policy.

This policy aims to:

- Assure the quality of teaching and learning at our school.
- Support recruitment and retention, and reward teachers appropriately.
- Ensure accountability, transparency, objectivity and equality of opportunity.

1. Legal framework

1.1. This policy has due regard to all relevant legislation, statutory and advisory guidance including, but not limited to, the following:

- The Working Time Regulations 1998
- The Employment Relations Act 1999 (As amended)
- The Part-time Workers (Prevention of Less Favourable Treatment) Regulations 2000 (As amended)
- The Fixed-Term Employees (Prevention of Less Favourable Treatment) Regulations 2002 (As amended)
- The Flexible Working Regulations 2014
- The Equality Act 2010
- The Education (School Teachers' Appraisal) (England) Regulations 2012 (As amended)
- **[Updated for 2019]** DfE (2019) 'School teachers' pay and conditions document 2019 and guidance on school teachers' pay and conditions'
- DfE (2019) 'Implementing your school's approach to pay'
- ACAS (2015) 'Code of practice on disciplinary and grievance procedures'

NB. The 'School teachers' pay and conditions document 2019 and guidance on school teachers' pay and conditions' will be referred to as the STPCD from hereafter.

1.2. This policy operates in conjunction with the following school policies:

- Teacher Appraisal and Capability Policy

2. Definitions

2.1. For the purpose of this policy, "**highly competent**" means an individual whose performance is not only good, but is also good enough to provide coaching and mentoring to other teachers. An individual who is highly competent will be able to give advice to other teachers, demonstrate effective teaching practice and know how to make a wider contribution to the work of the school.

2.2. For the purpose of this policy, a "**substantial**" contribution means an individual who plays a critical role in the life of the school and continuously offers significant value. An individual who makes a substantial contribution to raising pupil standards, takes advantage of opportunities for professional development and uses the outcomes of such to effectively improve pupils' learning.

2.3. For the purpose of this policy, "**sustained**" means maintained continuously over a long period of time, e.g. over two school years.

3. Roles and responsibilities

3.1. The governing board is responsible for:

- Making any pay decisions at the school.
- Reviewing each teacher's salary on an annual basis.
- Ensuring arrangements are in place for notifying staff members of their position on the pay range, as well as any allowances they may be eligible for.
- Ensuring that sufficient funds are available in order to support pay decisions.
- Determining the extent to which specific functions relating to pay determination and the appeals process will be delegated to others.
- Monitoring the outcomes of this policy and reviewing any changes as necessary.

3.2. The headteacher is responsible for:

- Developing clear arrangements for linking teachers' performance to pay progression.
- Ensuring that effective appraisal systems are in place, and that members of staff have the knowledge and skills necessary to apply these procedures fairly.
- Submitting any pay recommendations to the governing board for approval.
- Ensuring that the governing board has sufficient evidence upon which to make decisions regarding pay.
- Keeping teachers well-informed of any decisions made regarding pay progression, as well as ensuring that written records are held.
- Maintaining records of decisions and recommendations made, and evidencing that all decisions have been made fairly.
- Submitting updates to this policy to the governing board for approval.
- Communicating any approved changes to this policy to all teaching staff.
- Carrying out their professional responsibilities, as outlined in [Appendix A](#).

3.3. Teachers are responsible for:

- Engaging with their appraisal; this includes working alongside their appraiser to ensure that there is a suitable amount of evidence available in order for an annual pay review determination to be made.
- Keeping records of their objectives and reviewing them throughout the appraisal process.
- Ensuring that they share any evidence for their appraisal that they consider relevant with their appraiser.

- Appraising the performance of other teachers, if delegated to do so by the headteacher.
- Deciding whether they wish to apply for progression to the upper pay range.
- Carrying out their professional duties, as outlined in [Appendix B](#).

4. Working time and cover

- 4.1. Teachers employed full-time will be available to work 195 days a year, of which:
 - 190 days will be spent teaching pupils and performing other duties.
 - 5 days will be spent performing other duties only.
- 4.2. The 195 days in which teachers at the school are required to work will be specified by the LA, or by the headteacher if directed.
- 4.3. Teachers employed full-time will be available to perform their duties at such times and places as specified by the headteacher for 1265 hours, which will be allocated reasonably throughout the specified 195 days of the school year.
- 4.4. Part-time teachers are bound by the same conditions of employment as full-time teachers, except that the number of hours the teacher must be available for work will be that proportion of 1265 hours which corresponds to the proportion of total remuneration the teacher is entitled to be paid.
- 4.5. The amount of time a teacher spends taking their daily break or travelling to and from the school does not count towards their 1265 hours or the pro rata equivalent.
- 4.6. Part-time teachers will not be required to work or attend non-pupil days, or parts of days, on days which they would not normally be expected to work; unless those days include statutory training e.g. annual safeguarding training.
- 4.7. Part-time teachers may be required to carry out duties, other than teaching pupils, outside school sessions on any day on which the teacher is normally required to be available to work (whether the teacher is normally required to be available to work for the whole of that day or for only part of that day).
- 4.8. The total amount of time that a part-time teacher may be required to be available for duties under 4.6, when expressed as a proportion of the total amount of time that the teacher would be required to be available for such work if employed in the same post on a full-time basis, will not exceed the equivalent of that proportion of total remuneration that the teacher is entitled to be paid.
- 4.9. Members of the leadership group, employees on the leading practitioner pay range and unattached teachers will not operate on a time-bound contract; therefore, the working time provisions stipulated within the STPCD will not apply to these employees.

- 4.10. All members of teaching staff will be required to work additional hours, within reason, to enable the effective discharge of their professional duties.
- 4.11. All members of part-time teaching staff at the school will be provided with a written agreed statement which sets out the expectations of the school and the employee in relation to the deployment of working time.
- 4.12. In line with their professional duties, teachers are required to supervise, and so far as practicable teach, any pupils where the person timetabled to take the class is not available to do so.
- 4.13. Subject to the STPCD, teachers will only be required to carry out their responsibility outlined in paragraph [4.12](#) rarely, and only in circumstances that are not foreseeable, for example, a teacher is absent without notice.
- 4.14. In line with [4.13](#), the school defines “rarely” as no more than three times per term.

5. Leadership group pay scale

- 5.1. Staff members within the leadership group, including headteachers, deputy/assistant headteachers and members of the school’s SLT, will be paid within the following range:

Leadership group pay range – annual salary (£)	
Minimum	41,065
Maximum	114,060

- 5.2. In accordance with section 6 of the STPCD, the headteacher’s salary will be calculated by using the number of pupils at the school (the total unit score) to determine the appropriate headteacher group.
- 5.3. The school’s total unit score, calculated in accordance with sections 6.1-6.6 of the STPCD, is 3,511; this means that the school belongs to headteacher pay range group 3.
- 5.4. The school’s pay range is:

Headteacher pay scale (£)	
Group	England generally (£)
3	L11 – L24 (£52,643 - £72,306)

- 5.5. When determining where within the pay scale the headteacher will be placed, the governing board will consider the responsibilities of the role and any challenges specific to the role, as well as any other relevant considerations.

- 5.6. In the case of a newly appointed headteacher, the governing board will consider whether the requirements of the post, and the extent to which the preferred candidate meets these requirements, mean that it would be appropriate for the individual to begin their post above the minimum range for the headteacher group.
- 5.7. Upon selecting a pay range, the governing board will ensure that there is enough room for performance-related pay progression over time.
- 5.8. The governing board may award a salary above the maximum pay range for the headteacher group where it believes that the requirements of the role or individual allow for a higher than normal payment.
- 5.9. The governing board may determine that payments be made to the headteacher for clearly temporary responsibilities or duties that are in addition to the post for which their salary has been determined. These responsibilities will not be taken into account when determining the headteacher's pay range.
- 5.10. The total sum of the temporary payments made to the headteacher in any academic year will not exceed 25 percent of the headteacher's annual salary. This does not apply to the following payments:
 - Any payment made to the headteacher for residential duties
 - Any recruitment and retention incentives and benefits to the extent that the payment is in respect of housing or relocation expenses which relate solely to the personal circumstances of the headteacher
- 5.11. The governing board will only make additional payments to the headteacher that exceed the limit set out in 5.11 in exceptional circumstances, and only after seeking external independent advice to inform a business case for the payment to be made.
- 5.12. The governing board will ensure that any payment above the maximum pay range for headteachers is not exceeded by more than 25 percent.
- 5.13. Where a teacher is appointed as a member of the leadership group for a fixed period, or under a fixed-term contract, they will be notified of the circumstances which will bring the fixed period, or fixed-term contract, to an end.
- 5.14. The deputy/assistant headteacher's pay range will not exceed the maximum pay range of the headteacher group for the school; the pay range for the deputy/assistant headteacher will not overlap the headteacher's pay range, unless in exceptional circumstances.
- 5.15. It is at the discretion of the governing board to review all leadership post pay determinations after 1 September.

6. Classroom teacher pay scale

- 6.1. The governing board will determine the pay range for a vacancy prior to advertising it, having regard to the following:

- The requirements of the role
 - Any specialist experience required for the role
 - The experience required to undertake the specific duties of the role
 - The wider school context
- 6.2. The governing board will determine the starting salary within the given pay range to be offered to the successful candidate.
- 6.3. The governing board has established the following six point and three point pay scale range for classroom teacher posts on the main pay range and the upper pay range (these are in line with national guidance):

Classroom teacher pay scale	
Group	England generally (£)
Main pay range	
1 (min)	24,373
6 (max)	35,971
Upper pay range	
1 (min)	37,654
2	39,050
3 (max)	40,490

- 6.4. The governing board will not restrict the pay range advertised, or pay progression available, other than the minimum of the main pay scale and the maximum of the upper pay range.
- 6.5. When making pay determinations for new appointees, the governing board will award pay scale points to determine the starting salary of the teacher.
- 6.6. When determining the starting salary for a classroom teacher who has previously worked in a maintained school, academy or independent school, the governing board may consider:
- Pay the teacher on the main pay range or upper pay range at a scale point which at least maintains the teacher's previous pay entitlement.
 - Award any pay progression that they would have received if they had remained at their previous post.
- 6.7. The governing board **will** pay a teacher on the upper range if:
- The teacher is employed in the school as an advertised 'post-threshold teacher', defined as such in accordance with the definition outlined in the STPCD's 'Annex 2' (p.56-57).
 - The teacher applied to be paid on the upper pay range in accordance with [section 14](#) of this policy and their application was successful.

- The teacher was employed as a member of the leadership group in the school on or after September 2000, and has secured the position for one year or more.

NB. The teacher will not be paid on the pay range for leading practitioners or as a member of the leadership group.

NB. The above criteria are only applicable without any break in the teacher's continuity of employment.

6.8. The governing board **may** pay a teacher on the upper range if:

- The teacher is defined as a post-threshold teacher, but was not employed as such at the school, or was employed as such before a break in the continuity of their employment.
- The teacher applied to another educational setting to be paid on the upper pay range and their application was successful.
- The teacher has formerly been paid on the pay range for leading practitioners as outlined in [section 7](#) of this policy.
- In the case of an unattached teacher, the teacher previously applied to be paid on the upper pay range and that application was successful.

7. Unqualified teacher pay scale

7.1. Where a staff member is a graduate teacher or is on the employment-based teacher training scheme, the governing board will determine whether the teacher is to be paid and be eligible for allowances as a qualified teacher or unqualified teacher.

7.2. The governing board has established the following six point pay scale for unqualified teacher posts:

Unqualified teacher pay scale	
Group	England (£)
1 (min)	17,682
6 (max)	27,965

7.3. A member of staff on the unqualified teacher pay scale will be notified of their position on the pay range and any allowances they may be eligible for.

7.4. The governing board may determine that an additional allowance is appropriate for unqualified teachers, where the individual has:

- Taken on a sustained additional responsibility which is focussed on teaching and learning, and requires the use of the teacher's professional skills and/or judgement.
- Qualifications or experience which adds significant value to the role being undertaken.

- 7.5. An individual who works as an unqualified teacher, gains QTS and continues to work as a qualified teacher at the school will be transferred to a salary within the main pay range once they have obtained QTS.
- 7.6. The governing board will pay the qualified teacher a lump sum which is the difference (if any) between the remuneration the teacher was paid as an unqualified teacher and the salary (not including any allowances) the teacher would have been paid as a qualified teacher, from the date QTS was obtained to the date the lump sum is paid.

The qualified teacher will also be entitled to any allowance payable under paragraph [8.4](#) of this policy that the governing board deems appropriate.

8. Part-time and short-notice teachers

- 8.1. Part-time teachers, i.e. those who work on an ongoing basis but for less than a full working week, will receive pay in accordance with the school's timetabled teaching week for a full-time teacher in an equivalent post.
- 8.2. Teachers employed on a day-to-day basis, or by other short notice, such as supply teachers, will be paid on a daily rate equal to the pay of the individual who usually undertakes that role, but also in relation to any additional hours the teacher may agree to work from time to time at the request of the headteacher.
- 8.3. The salary and any allowances, except for TLR 3 payments, of part-time teachers will be determined in accordance with the pro rata principle. This means that the proportion of total remuneration corresponds to the number of hours that the teacher is employed in that capacity during the school's timetabled teaching week.

9. Unattached teachers

- 9.1. An 'unattached teacher' is a teacher who is employed by the LA in a central capacity.
- 9.2. The remuneration of an unattached teacher will be determined by the relevant body, having regard to the relevant provisions of the STPCD, this policy and the teacher's post within the school's staffing structure.
- 9.3. Where the remuneration of an unattached teacher is determined in accordance with the provisions applicable to a member of the leadership group, the teacher's conditions of employment that relate to professional duties and working time will be agreed between the teacher and the relevant body.

10. Applicable pay range

- 10.1. Where a teacher is employed under a contract that normally requires work in the London area, but who is temporarily required to work elsewhere, they will continue to be paid in accordance with the pay range applicable to the teacher's normal area of employment.

- 10.2. Where a teacher moves out of either the inner, outer or fringe area of London, they will continue to be paid on the range they were on, so long as the teacher continues to be employed as a teacher in a post in which the salary is paid by the same authority.
- 10.3. If a teacher was being paid on a London area pay range on the 31 August 2016, they will continue to be paid on that range unless otherwise dictated within the provisions of the STPCD, so long as the teacher remains in the post held on that date.

11. Pay reviews

- 11.1. The governing board will review each teacher's salary on an annual basis, with effect from 1 September, each academic year.
- 11.2. The governing board will conduct pay reviews at other times during the academic year to reflect any changes in circumstances or job description which, in turn, reflect the teacher's pay entitlements.
- 11.3. The governing board will conduct a pay review when a teacher joins the school or moves to the upper pay range.
- 11.4. All individual pay progression decisions will account for any uplift applied within the STPCD.
- 11.5. Any recommendations in pay will be made in writing as part of teachers' annual appraisals.
- 11.6. The governing board will provide each teacher with a written statement no later than one month after any review, outlining:
 - Any payments and financial benefits awarded to the teacher, as well as the period for which they are awarded.
 - Any safeguarding financial entitlements.
 - The nature of any fixed-term contract.
 - In the case of a leadership group or leading practitioner teacher, the basis and criteria on which remuneration has been determined.
 - The criteria for a pay review to be undertaken.
 - Information on where this policy is located.
 - The appeals procedure in relation to pay grievances.
- 11.7. Where a pay determination leads to, or may lead to, the start of a period of safeguarding, the governing board will give the required notification as soon as possible, and no later than one month after the date of a pay determination.
- 11.8. Under no circumstances will reductions in pay be backdated.

12. Pay progression based on performance

- 12.1. The governing board will consider annually whether to increase the salary of teachers who have completed a year of employment since their previous annual pay determination.
- 12.2. All pay determinations for the headteacher (including deputy and assistant headteachers), classroom teachers, leading practitioners and unqualified teachers, will be determined in accordance with the pay scales outlined in sections [5](#), [6](#), [7](#) and [8](#) of this policy respectively.
- 12.3. Decisions regarding pay progression will be made in accordance with appraisal reports and the recommendations that they contain, as outlined in the school's Teacher Appraisal and Capability Policy which complies with the Education (School Teachers' Appraisal) (England) Regulations 2012. Where a teacher is not subject to the 2012 Regulations, the governing board will determine the process via which the teacher's performance will be assessed and pay recommendation made, except in the case of NQTs where the governing board must do so by means of the statutory induction process.
- 12.4. Pay progression decisions will be made each year and will be clearly attributed to staff members' performance.
- 12.5. All staff members with continued good performance should have an expectation of pay progression.
- 12.6. The decision to award pay progression will be made whether or not a teacher is subject to capability proceedings.
- 12.7. All pay recommendations will be submitted to the governing board in writing.
- 12.8. Final decisions regarding pay recommendations as a result of the teacher appraisal process will be made by the governing board, taking into account the appraisal report and evidence presented by the SLT.
- 12.9. To ensure fairness and transparency, assessments of performance will be properly supported by evidence, such as the following:
 - Self-assessments
 - Peer reviews
 - Lesson observations
 - Tracking pupils' progress
 - Feedback from pupils and parents
- 12.10. The school will use a combination of absolute and relative performance measures, such as benchmarking internally as well as comparing data to other schools nationally and of a similar standing, when submitting recommendations for pay progression.
- 12.11. The rate of progression will be subject to an individual teacher's performance.

- 12.12. Judgements will be made regarding the extent to which teachers have met their individual objectives and the relevant standards, as well as their impact on the following aspects:
- Pupil progress is at least 'good'
 - Wider outcomes for pupils
 - Improvements in individually identified elements of practice, e.g. behaviour management and lesson planning
 - Impact on the effectiveness of teachers and other members of staff
 - Wider contribution to the work of the school during and after the school day
- 12.13. Teachers will be eligible for a pay increase within their identified pay range if:
- They meet all their objectives.
 - They are assessed as meeting the relevant standards.
 - Their teaching is assessed as at least 'good'.
- 12.14. NQTs are not automatically entitled to pay progression following successful completion of their induction period.
- 12.15. The governing board will use any evidence from an NQTs induction period, such as those outlined in section [13.9](#) of this policy, to inform any decisions regarding pay progression.
- 12.16. The governing board will determine where, within their pay range, an NQT's annual salary will be fixed.
- 12.17. For any teacher due to go on maternity leave, the school will ensure that appraisals are conducted before this maternity leave, and that the teacher receives any pay progression entitled to them upon their return.
- 12.18. The school will make reasonable adjustments to the appraisal process as it sees fit for any teachers who are absent due to disability. Upon their return, the teacher will be entitled to any pay progression as outlined before their absence.
- 12.19. The governing board will decide on an annual basis whether to increase the salary of any leadership teachers, including the headteacher and deputy/assistant headteachers.
- 12.20. The governing board will award additional scale points for any leadership teacher who demonstrates sustained high-quality performance in relation to school leadership, management and pupil progress.

13. Application to be paid on the upper pay range

- 13.1. All qualified teachers are entitled to apply to be paid on the upper pay range.

- 13.2. Teachers can apply to be paid on the upper pay range whilst on any spinal point within the main pay range.
- 13.3. Applications for the upper pay range will only be made once a year using the [Upper Pay Range Application Form](#). This form will be submitted to the teacher's appraiser at their end of year performance appraisal meeting.
- 13.4. Evidence, such as that outlined in section [13.9](#) of this policy, will be used to decide whether the teacher can be moved to the upper pay range.
- 13.5. Teachers simultaneously employed at an additional school can submit more than one application; however, the school is not bound by any pay progression made at an additional school.
- 13.6. To move a teacher to the upper pay range, the governing board will be satisfied that both of the following criteria have been met, in accordance with the STPCD:
 - The teacher is highly competent in all elements of the relevant standards
 - The teacher's achievements and contributions to the school are substantial, sustained and will continue
- 13.7. The governing board will be satisfied that the teacher has met the expectations for progression to the upper pay range if the [Upper Pay Range Progression Criteria](#) has been met successfully during three consecutive performance appraisals.
- 13.8. The appraiser of the teacher, in conjunction with the headteacher, will make the initial decision as to whether the individual's application is successful.
- 13.9. The governing board will make the final determination as to whether the individual's application is successful.
- 13.10. Teachers will receive written notification of whether their application has been successful or not within 15 working days of submitting their application, and no later than one month after the initial application.
- 13.11. If unsuccessful, teachers will receive feedback from their appraiser within 15 working days of the decision, and no later than one month after the initial application, outlining the reasons for the decision, as well as future aims and objectives based on the unsuccessful criteria.
- 13.12. If successful, applicants will be moved to the upper pay range from the first day that they receive this entitlement e.g. generally the start of the following academic year.
- 13.13. The governing board will decide where on the upper pay range an applicant will be placed, in accordance with the individual's performance.
- 13.14. Teachers may be placed at different points on the upper pay range with consideration to:

- The nature of the post and the responsibilities required.
- The level of qualifications, skills and experience of the individual teacher.

14. TLR payments

- 14.1. The governing board will consider awarding qualified classroom teachers with a TLR payment if they undertake sustained additional responsibility for ensuring high-quality teaching and learning.
- 14.2. The governing board has established the following pay scale ranges for TLR1, TLR2 and TLR3 payments:

TLR pay scale	
Group	Payment (£)
TLR1	
1 (min)	8,069
4 (max)	13,654
TLR2	
1 (min)	2,796
4 (max)	6,829
TLR3	
1 (min)	555
4 (max)	2,757

- 14.3. The governing board will consider awarding a fixed-term TLR3 payment to a qualified classroom teacher for clearly time-limited school improvement projects, or one-off externally driven responsibilities.
- 14.4. The governing board will establish the time frame of any fixed-term payment before the payment is made. The payment will be provided monthly for the duration of the specified fixed term.
- 14.5. Teachers are unable to hold a TLR1 payment and a TLR2 payment at the same time; however, they can hold a TLR3 payment with either a TLR1 or TLR2 payment.
- 14.6. To be awarded a TLR3 payment, the governing board will be satisfied that the teacher's additional responsibilities are not required of all other classroom teachers and that they:
- Are focussed on delivering outstanding teaching and learning.
 - Require the use of the teacher's professional skills and judgement.

- Require the teacher to lead and manage pupil development across the curriculum.
 - Have an evidenced based impact on the educational progress of pupils other than those who are in the teacher's assigned classes.
- 14.7. To be awarded a TLR1 or TLR2 payment, the governing board will be satisfied that the teacher meets all the criteria outlined in [15.6](#), as well as responsibilities which:
- Require the teacher to lead, manage and develop a subject or curriculum area beyond the whole school subject leadership expectations.
 - Continuously lead, develop and improve the teaching practice of other teachers.
- 14.8. Before awarding a TLR1 payment, the governing board will also be satisfied that the teacher's additional responsibility includes acting as a line manager for a significant number of staff.

15. SEND allowance

- 15.1. The governing board has established the following pay scale range for SEND allowances:

SEND pay scale	
Group	Payment (£)
1 (min)	2,209
4 (max)	4,359

- 15.2. The governing board will award SEND allowances to all classroom teachers who:
- Are successful for any teaching post which requires a mandatory SEND qualification.
 - Are required to teach pupils in one or more designated special classes.
- 15.3. The governing board will consider the following factors when awarding SEND allowances and deciding how much will be paid:
- Whether any mandatory qualifications are required for the role
 - The qualifications and expertise of the teacher selected for the role
 - The responsibilities and demands of the role
- 15.4. The governing board will award SEND allowances each month to teachers on the same day that they receive their payments for their responsibilities as a classroom teacher each month.
- 15.5. Teachers will be notified in writing of the amount of SEND allowance they will receive 10 days before the first payment is made, and no later than one month before the first payment is due.

16. Acting allowances

- 16.1. The governing board will decide whether to award allowances to any teacher who is required to act as headteacher or deputy/assistant headteacher for a period more than four weeks.
- 16.2. If the teacher is to be awarded an acting allowance, the payment will be backdated to the day on which they assumed the additional responsibilities.
- 16.3. The teacher will receive an acting allowance which is equal to that of the individual who usually undertakes that role.
- 16.4. If the governing board decides to not award an acting allowance, but the teacher continues to be assigned to carry out the duties of a headteacher or deputy/assistant headteacher (and has not been appointed as an acting headteacher or deputy/assistant headteacher), the board may at any time after that decision make a further determination as to whether an acting allowance must be paid.

17. Additional payments

- 17.1. The governing board may decide to award additional payments to teachers in respect of:
 - CPD outside of the school day.
 - Activities relating to the provision of ITT which contribute to the conduct of the school.
 - Participation in an out-of-school hours learning activity which was previously agreed between the teacher and headteacher.
 - Additional responsibilities and activities which relate to raising educational standards.
- 17.2. Additional payments in respect of the above will be worked out at an hourly or daily rate with reference to the teacher's position on their relevant pay scale range.
- 17.3. The governing board may decide to make payments to teachers, as it deems necessary, as an incentive for the recruitment of new teachers and the retention of existing teachers.
- 17.4. The governing board will ensure that the amount of retention and recruitment payments teachers will receive is clear, as well as the duration of the payment and the review date after which they may be withdrawn.
- 17.5. Recruitment and retention payments will not be awarded other than as a reimbursement of reasonably incurred housing or relocation costs. All other recruitment and retention considerations in relation to the headteacher or deputy/assistant headteacher – including non-monetary benefits – will be taken into account when determining their pay range.

- 17.6. Where the governing board awarded a recruitment or retention benefit to the headteacher or deputy/assistant headteacher under a previous version of the STPCD, subject to review, it is able to continue making the payment at its existing value until such time as the respective pay range is determined under the current STPCD.
- 17.7. Any payment to teachers for residential duties will be determined by the headteacher and governing board.
- 17.8. The governing board may award additional payments to the headteacher for any temporary responsibilities which are in addition to their usual duties and the post for which their pay has been determined.
- 17.9. Additional payments to the headteacher will not exceed the headteacher's annual salary or the maximum of headteacher group 3 by 25 percent, except where the governing board deems there to be exceptional circumstances.
- 17.10. The governing board will obtain external independent advice and create a business case where it believes that the headteacher's salary should be increased by above 25 percent.
- 17.11. Where a teacher is temporarily seconded to a post as headteacher in a school causing concern that is not the teacher's normal place of work, and the governing board of that school considers that the teacher merits additional payment to reflect sustained high quality of performance throughout the secondment, the governing board will pay the teacher a lump sum accordingly. This payment will not exceed 25 percent above the maximum of the headteacher group for the school to which the teacher is seconded.

18. Safeguarding arrangements

- 18.1. All entitlements to safeguarding allowances will be made in accordance with sections 30-37 of the STPCD.
- 18.2. The safeguarding provisions outlined in this section, and Part 5 of the STPCD, only apply when:
 - A teacher loses their post as a result of the discontinuance of, or a prescribed alteration to, a school, or as the result of the closure or the reorganisation of a school, and takes up a new post on or after 1 January 2006, and is employed by the same authority or at a school maintained by the same authority.
 - The relevant body determines that, because of a change to the school's pay policy or staffing structure, the duties for which the teacher was awarded a TLR1, TLR2 or unqualified teacher's allowance no longer include the responsibility for which the respective allowance was awarded, include a different responsibility, or the responsibility merits an allowance of a lower annual value.
 - The relevant body decides to reduce the number of members of the leadership group or teachers paid on the range for leading practitioners.

- The relevant body decides to lower a pay range applicable to a member of the leadership group or a teacher on the pay range for leading practitioners.
- 18.3. Where a safeguarded sum is payable, the relevant body will notify the teacher in writing within one month of making the decision that a sum is payable.
- 18.4. The teacher will be notified of the following information:
- The reason for the decision
 - The date on which the decision will take effect (if known)
 - The value of the teacher's pre-safeguarding salary
 - The value of any allowances the teacher was entitled to before the circumstances in paragraph [19.2](#) took effect
 - The amount of the safeguarded sum or enough information to reasonably determine the maximum amount of the safeguarded sum
 - The date the safeguarding period will end, or the circumstance which will result in payment of the safeguarded sum ending
 - The location of a copy of the school's staffing structure and Teachers' Pay Policy
- 18.5. The length of period the safeguarded sum will be paid for will be in accordance section 32 and 33 of the STPCD.
- 18.6. Where the total of a safeguarded sum exceeds £500, the relevant body will review the teacher's assigned duties and allocate additional duties to the teacher which are considered appropriate and proportionate with the safeguarded sum. The teacher will carry out these additional duties for as long as they continue to be paid the safeguarded sum which exceeds £500.
- 18.7. Where a teacher refuses to carry out such additional duties, they will not be paid the safeguarded sum and they will be notified of this decision at least one month before the payments cease.
- 18.8. During the safeguarding period, where a teacher receiving a safeguarded sum in respect of the loss or reduction to an allowance becomes entitled to an allowance or an increased allowance, the safeguarded sum will be reduced by the amount of the allowance, or the increase therein, for as long as the teacher is entitled to the new/increased allowance.
- 18.9. Where a safeguarded sum is payable due to the circumstances outlined in the final two bullet points of paragraph [19.2](#), the safeguarded sum will be discontinued whilst the teacher occupies a post as a member of the leadership group, or carries out the duties of a teacher paid on the pay range for leading practitioners in the absence of that teacher, for as long as the teacher occupies the post or carries out the duties in question.
- 18.10. Where the first bullet point of paragraph [19.2](#) applies, the safeguarded sum will be reduced by the value of any subsequent TLR or SEND allowance awarded

to the teacher, for as long as the teacher is entitled to the TLR or SEND allowance.

19. Salary sacrifice arrangements

- 19.1. Staff may enter into salary sacrifice arrangements, whereby they sacrifice part of their gross salary in return for the school's agreement to provide a benefit-in-kind (exempt from income tax), under any of the following schemes:
- Childcare vouchers
 - Cycle scheme
 - Mobile telephone scheme
- 19.2. Staff members enrolled into the mobile telephone scheme on or before 5 April 2017 are only entitled to the scheme until 6 April 2018, whereupon the scheme will end.
- 19.3. Participation in a salary sacrifice arrangement has no effect on the determination of any safeguarded sum to which the staff member is entitled under the STPCD.

20. Appeals procedure

- 20.1. Procedures for addressing grievances will be in accordance with the ACAS Code of Practice.
- 20.2. Grievances regarding pay matters will be dealt with in accordance with the school's appeals procedure.
- 20.3. The school strives to resolve all potential grievance issues informally.
- 20.4. Teachers have the right to raise formal appeals against pay determinations if they feel a pay determination has been unfairly made.
- 20.5. Teachers who are dissatisfied with their pay recommendation will first have an informal meeting with their appraiser or headteacher to discuss the reasons for their dissatisfaction.
- 20.6. If the teacher believes the pay determination to be incorrect following their informal meeting, they may make a representation to the pay committee by submitting a formal written statement.
- 20.7. The teacher will be given the opportunity to make representations, provide evidence, ask questions and bring witnesses forward during their meeting with the pay committee.
- 20.8. The pay committee will make a final decision and will notify the teacher in writing of the final pay determination.
- 20.9. If the teacher does not agree with the final pay determination, they may appeal the decision to the appeals panel made up of governors.

20.10. The teacher and their appraiser or the headteacher will have the opportunity to present evidence and witnesses, and question each other regarding the determination.

20.11. The appeals panel will notify the teacher in writing of the appeals decision and the reasons for this decision. This decision is final and the teacher will not be able to question the determination any further.

21. Monitoring and review

21.1. The governing board will review this policy on an annual basis, ensuring that all processes and values are up-to-date and guarantee the equality of teachers in all instances.

21.2. Any changes made to this policy will be communicated to all members of staff.

Professional Responsibilities and Rights of Those on the Leadership Pay Range

The **headteacher** is responsible for undertaking the following duties, unless otherwise delegated to an appropriate member of staff:

- Providing overall strategic leadership; leading, developing and supporting the strategic direction, vision, values and priorities of the school
- Developing, implementing and evaluating the school's policies, practices and procedures
- Leading and managing teaching and learning throughout the school
- Ensuring that teaching staff are effectively assigned in the school timetable to appropriate classes and groups of pupils
- Teaching a proportion of timetabled lessons
- Promoting the safety and wellbeing of pupils and staff
- Ensuring good order and discipline amongst pupils and staff
- Leading, managing and developing staff members, including appraising and managing performance
- Organising and deploying resources within the school
- Promoting harmonious working relationships within the school
- Maintaining relationships with organisations representing staff members, i.e. union representatives
- Leading and managing staff with proper regard to their wellbeing and expectations
- Promoting the participation of staff in relevant CPD
- Participating in arrangements for the appraisal and review of their own performance, as well as that of other staff members where appropriate
- Ensuring arrangements are in place for the induction and any required training of staff members
- Participating in arrangements for their own further training and professional development
- Consulting and communicating with the governing board, staff members, pupils and parents
- Collaborating and working with colleagues and other relevant professionals within and beyond the school, including external agencies

The **headteacher** is responsible for, and cannot delegate, the following duties:

- Developing clear arrangements for linking appraisal to pay progression
- Advising the relevant body on pay recommendations for teachers, including in relation to teachers who have applied to be paid on the upper pay range

The **headteacher** is entitled to:

- A reasonable amount of time during school sessions, having regard to their teaching responsibilities, for discharging their leadership and management responsibilities.
- A break of reasonable length during each school day, ensuring that suitable arrangements are in place for a person to assume their responsibilities during this time.

The **deputy or assistant headteacher** is responsible for the following duties:

- Carrying out the professional duties of all teaching staff, as well as those duties particularly assigned by the headteacher
- Playing a major role under the direction of the headteacher in:
 - Formulating the aims and objectives of the school.
 - Establishing the policies through which the school's aims and objectives are to be achieved.
 - Managing staff and resources.
 - Monitoring progress towards achieving the school's aims and objectives.
- Undertaking any professional duties of the headteacher reasonably delegated by the headteacher
- Undertaking the professional duties of the headteacher in their absence

Teachers on the leading practitioner pay range are responsible for the following duties:

- Carrying out the professional duties of all teaching staff, other than the headteacher
- Undertaking any additional duties relevant to their role in modelling and leading the improvement of teaching skills, as specified in their individual job descriptions

The **deputy or assistant headteacher** and any **teachers on the pay range for leading practitioners** are entitled to:

- A break of reasonable length as near to the middle of each school day as is reasonably practicable.
- The same as all members of teaching staff, as outlined in [Appendix B](#).

Professional Responsibilities and Rights of Teachers

All members of **teaching staff** are responsible for undertaking the following duties:

- Planning and teaching lessons within the context of the school's plans, curriculum and schemes of work to their assigned classes
- Assessing, monitoring, recording and reporting on the learning needs, progress and achievements of assigned pupils
- Preparing pupils for external examinations
- Contributing to the development, implementation and evaluation of the school's policies and procedures, ensuring that the school's values and vision are supported
- Working with other members of staff and contributing towards curriculum and/or pupil development to secure co-ordinated outcomes
- Providing cover, as appropriate, where the person assigned to teach the class is not available to do so
- Promoting the safety and wellbeing of pupils
- Maintaining good order and discipline among pupils
- Directing and supervising support staff that are assigned to them
- Contributing to the recruitment process and professional development of other staff members
- Deploying resources delegated to them
- Participating in arrangements for the appraisal and review of their own performance, and where appropriate, that of other staff members
- Participating in arrangements for their own further training and professional development and, where appropriate, that of other staff members, including induction training
- Communicating with pupils and parents
- Collaborating and working with colleagues and other relevant professionals within and beyond the school

Members of **teaching staff** are entitled to:

- One break of reasonable length, either between lessons or between the hours of 12 noon and 2.00pm, if they are required to work for more than one lesson during any school day.
- Access to advice, training and developmental opportunities which are appropriate to their needs, including those identified in appraisal objectives.
- A reasonable amount of time during school sessions for discharging their duties, where the teacher has leadership or management responsibilities.
- Not being expected to provide cover for absent staff members, except on rare occasions and where the circumstances are not foreseeable.
- A reasonable amount of management time, where appropriate.
- Teaching no more than 90 percent of the time expected of a teacher at the school. This only applies if the teacher is serving an induction period under the Education (Induction Arrangements for School Teachers) (England) Regulations 2012 (as amended).

- Consideration being given to their need for a balance between the time required to discharge their professional duties and the time required to pursue their personal interests outside work.
- Reasonable periods of PPA time which amount to no less than 10 percent of their timetabled teaching time.
- Be paid, by the LA, any remuneration they may be eligible for by virtue of the STPCD, where the teacher is employed in a school which has a delegated budget.

Members of teaching staff **will not**:

- Be required to undertake work on any Saturday, Sunday or public holiday, unless specified in their employment contract.
- Routinely participate in any administrative or clerical tasks which do not call for a teacher's professional skills or judgement, including exam invigilation.

Upper Pay Range Progression Criteria

To progress to the upper pay range, the teacher should be able to demonstrate all of the following criteria in their work.

Professional attributes

The teacher will:

- Contribute significantly to implementing school policies and processes, where appropriate.
- Promote collective responsibility for policy implementation.

Professional knowledge and understanding

The teacher will:

- Have an extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies.
- Have a clear understanding of how to personalise learning to provide opportunities for pupils and maximise their learning potential.
- Have an extensive knowledge of the assessment arrangements and requirements for the curriculum areas, including those related to public examinations and qualifications.
- Have an up-to-date knowledge and understanding of the different types of qualifications and specifications, and their suitability for meeting pupils' needs.
- Have a well-developed knowledge of their curriculum, subject areas and related pedagogy, including how learning progresses within them.
- Have sufficient depth of knowledge and experience to be able to give advice on the development and wellbeing of children and young people.

Professional skills

The teacher will:

- Be flexible, creative and adept at designing learning sequences within lessons that are effective and consistently well-matched to learning objectives and the needs of pupils.
- Integrate recent developments, including those relating to subject and curriculum knowledge, into their learning sequences.
- Have teaching skills which lead to pupils achieving well in relation to their prior attainment, making progress that is as good as, or better than, similar learners' nationally.
- Promote collaboration and work effectively as a team member.
- Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback.
- Evidence sustained pupil progress.
- Consistently contribute to whole school development.
- Lead a whole school project; providing evidence of pupil-based impact.
- Demonstrate evidence of supporting colleagues.

Upper Pay Range Application Form

This form is to be used when applying for the upper pay scale, as outlined in the school's Teachers' Pay Policy. Before completing this form, you should make yourself fully aware of the school's policy and procedures concerning pay and teachers' standards, and be certain you meet the relevant criteria for assessment.

A copy of the school's Teachers' Pay Policy can be obtained from the school office.

Declaration

Teacher's name:	
Teacher reference number:	
<p>I hereby certify that I understand that the decision on my progression will be based on my performance against the relevant teacher standards and whether my achievements and contribution to the school are substantial and sustained.</p> <p>I have provided a summary of the evidence from my teaching practice that I believe demonstrates I have met the required threshold standards.</p> <p>I have used evidence from past appraisals and reviews where possible to complete the relevant section of the application form.</p> <p>I have provided a summary of the evidence from my teaching practice that demonstrates how I believe I have met the threshold standards.</p>	
Teacher's signature:	Date:

When completing the form, you should consider carefully whether your statements satisfy the following:

- Relevant
- Concise
- Representative
- Supported by strong evidence
- Time-specific
- Demonstrating impact

Teaching standard 1.1: Set high expectations which inspire, motivate and challenge pupils

Possible sources of evidence include: Planning files/records, feedback from lesson observations, performance data, performance management evidence, pupil progress records, annotated pupils' work and records of homework set.

Explain below how you have set high expectations, inspired, motivated and challenged pupils. You may wish to include how you have established a safe environment rooted in respect, set goals that stretched pupils' abilities and demonstrated the values and behaviour you expect from your pupils. Provide evidence where possible:

Assessment by line manager:

Standard: Met Not yet met

Teaching standard 1.2: Promote good progress and outcomes by pupils

Possible sources of evidence include: Planning files/records, feedback from lesson observations, performance data, performance management evidence, pupil progress records, annotated pupils' work and records of homework set.

Explain below how you have promoted good progress and outcomes for your pupils. You may wish to include: How you are accountable for pupils' attainment and outcomes? How you stay aware of pupils' capabilities and plan your lessons with these in mind? How do you guide pupils to reflect on progress and identify areas of weakness? You should also demonstrate here your knowledge and understanding of how pupils learn and how this impacts your teaching. In addition, provide evidence of how you encourage pupils to take responsibility for their own work and study. Provide evidence where possible:

Assessment by line manager:

Standard: Met Not yet met

Teaching standard 1.3: Demonstrate good subject and curriculum knowledge.

Possible sources of evidence include: Lesson observations, CPD records, planning records, performance management evidence, personal research and INSET records.

Demonstrate below how you have good subject and curriculum knowledge and how you have improved this over recent years. You may wish to highlight how you foster and maintain pupils' interest in the subject and how you address misunderstandings. You should also demonstrate a critical understanding of developments in the subject. In addition, demonstrate how you have promoted high standards of literacy, articulacy and the correct use of standard English, regardless of your specialism. Provide evidence where possible:

Assessment by line manager:

Standard: Met Not yet met

Teaching standard 1.4: Plan and teach well-structured lessons

Possible sources of evidence include: Lesson observations, CPD records, planning records, performance management evidence, monitoring management information, behaviour logs and pupil progress records.

Explain below how you have planned and taught well-structured lessons imparting knowledge and developing understanding through effective use of lesson time. Demonstrate how you have promoted a love of learning and intellectual curiosity. How has the homework you set consolidated and extended pupils' understanding? Do you reflect on the effectiveness of lessons and approaches to teaching? How do you contribute to the design and provision of an engaging curriculum within the relevant subject area? Provide evidence where possible:

Assessment by line manager:

Standard: Met Not yet met

Teaching standard 1.5: Adapt teaching to respond to the strengths and needs of all pupils

Possible sources of evidence include: Assessment records, lesson plans, records of achievement, monitoring data, records of target setting discussions, pupils' reports, annotated pupils' work, feedback from lesson observations and parent consultation records.

Explain below how you adapt your teaching to the strengths and needs of pupils. How do you differentiate appropriately? Demonstrate how you can overcome a range of factors that can inhibit pupils' progress. Provide evidence of awareness of the physical, social and intellectual development of children and how your teaching supports this. Demonstrate how you respond to the specific needs of all pupils, including those with special educational needs or disabilities, high ability or English as an additional language. Provide evidence where possible:

Assessment by line manager:

Standard: Met Not yet met

Teaching standard 1.5: Adapt teaching to respond to the strengths and needs of all pupils

Possible sources of evidence include: Assessment records, lesson plans, records of achievement, monitoring data, records of target setting discussions, pupils' reports, annotated pupils' work, feedback from lesson observations and parent consultation records.

Explain below how you adapt your teaching to the strengths and needs of pupils. How do you differentiate appropriately? Demonstrate how you can overcome a range of factors that can inhibit pupils' progress. Provide evidence of awareness of the physical, social and intellectual development of children and how your teaching supports this. Demonstrate how you respond to the specific needs of all pupils, including those with special educational needs or disabilities, high ability or English as an additional language. Provide evidence where possible:

Assessment by line manager:

Standard: Met Not yet met

Teaching standard 1.7: Manage behaviour effectively to ensure a good and safe learning environment

Possible sources of evidence include: Lesson observations, teaching assessments, behaviour logs and records of rewards and sanctions.

Demonstrate below how you have managed behaviour effectively to ensure a good and safe learning environment. You may wish to include how you have established clear rules and routines and taken responsibility for promoting good behaviour both in your classroom and throughout the school. How have you established a framework for discipline using a range of consistent and fair strategies? Explain your strategy for managing classes effectively and motivating pupils. How have you maintained good relationships with pupils, exercised appropriate authority and acted decisively when necessary? Provide evidence where possible:

Assessment by line manager:

Standard: Met Not yet met

Teaching standard 1.8: Fulfil wider professional responsibilities

Possible sources of evidence include: Planning records, School Development Plan, action plans, performance management evidence, contribution to extra-curricular activities, curriculum working parties, departmental team work, evidence referenced in previous answers.

Explain below how you have made a positive contribution to the wider community and ethos of the school. How have you developed effective professional relationships? How have you deployed support staff effectively? When have you taken responsibility for improving teaching through appropriate professional development? How have you communicated effectively with parents with regards to pupils' achievements and wellbeing? Provide evidence where possible:

Assessment by line manager:

Standard: Met Not yet met

Teaching standard 2: Personal and professional conduct

Possible sources of evidence include: CPD records or any other relevant information about professional development, performance management evidence, supportive documentation, comments from staff, pupils and parents, feedback from lesson observations, planning records and evidence referenced in previous answers.

Explain below how you have met the personal and professional standards expected of a teacher. These include: maintaining high standards, building relationships, treating pupils with dignity, safeguarding pupils' wellbeing, showing tolerance and respect, not undermining fundamental British values and ensuring personal beliefs are not expressed in ways which exploit pupils' vulnerability. Demonstrate how you have paid regard to the policies and practices of the school and that you understand your professional duties and responsibilities. Provide evidence where possible:

Assessment by line manager:

Standard: Met Not yet met