

Model School Teacher Pay Policy

2023/2024

Adopted by Iveson Primary governing body on 28/11/23

To be reviewed by governors Autumn Term 2024

All school governing bodies should note that this policy has been agreed by the teacher trade unions on the condition that the wording in pink in the following sections should not be altered: 1.6.5 (pay portability), 1.6.6 (retaining MPR1-6), 1.7.1 (retaining UPR1-3), 2.2 (retaining UQPR1-6). Please note it is best practice to consult with staff and Leeds union officers in the event of any changes to this model pay policy.

Introduction

The statutory pay arrangements for teachers give significant discretion to “relevant bodies”, (normally governing bodies, but, in some instances, local authorities (LAs)) to make pay decisions. Since September 2004, the School Teachers’ Pay and Conditions Document has placed a statutory duty on schools and LAs to have a pay policy in place which sets out the basis on which they determine teachers’ pay, and to establish procedures for determining appeals. This should ensure fair and equitable treatment for all teachers and minimise the prospect of disputes and legal challenges of pay decisions.

Schools and LAs, when taking pay decisions, must have regard both to their pay and appraisal policies and to the teacher’s particular post within the staffing structure. A copy of the staffing structure, revised as appropriate following any review of school staffing, should be attached to the pay policy.

The Governing Body must meet its duty to ensure the Headteacher complies with the terms of the School Teachers’ Pay and Conditions Document both in respect of the employment of teaching staff and in the application of their own pay and benefits.

Maintained schools which do not implement the new system will be in breach of their legal duties.

All procedures for determining pay should be consistent with the principles of public life, including objectivity, openness and accountability. The pay and performance management policy should make clear the school’s compliance with:

[The Employment Relations Act 1999](#)

[The Employment Act 2008](#)

[The Fixed-term Employees \(Prevention of Less Favourable Treatment\) Regulations 2002](#)

[Employment Rights \(Dispute Resolution\) Act 1998](#)

[The Equality Act 2010](#)

From the DfE guidance: [Equalities considerations as part of the appraisal and pay determination process](#)

Headteachers and Governing Bodies will consult staff and trade unions on changes to their school’s pay policy and review it at least annually, or when other changes occur to the School Teachers’ Pay and Conditions Document, to ensure that it reflects the latest legal position. The pay policy will comply with the current School Teachers’ Pay and Conditions Document (STPCD) and the accompanying statutory guidance. It will be used in conjunction with them, but in the event of any inadvertent contradictions, the STPCD and guidance take precedence.

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

In determining teacher pay levels in accordance with statutory pay and conditions of service under the terms of the STPCD, the governing body will also ensure these are set in accordance with the school’s staffing structure (a copy of which is appended to this policy at Appendix 1).

1.0 Policy on School Teachers' Pay

1.1 Basic Principles

All teachers employed at the school are paid in accordance with the statutory provisions of the School Teachers' Pay and Conditions Document (STPCD) as updated from time to time. A copy of the latest version of the STPCD can be found online here: [STPCD 2023
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/920904/2020_STPCD_FINAL_230920.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/920904/2020_STPCD_FINAL_230920.pdf)

Additional guidance can be found in the DFE document: [Implementing your school's approach to pay \(revised Oct 2023\)](#)

All pay-related decisions are made taking full account of the school improvement plan and teachers and unions have been consulted on this policy.

The process for making decisions on the pay of teachers at the school is as follows.

The Headteacher seeks approval from the Resource Committee who have delegated responsibility for teacher's salaries.

1.2 Pay Reviews

The governing body must ensure that every teacher's salary is reviewed annually between **1st September and no later than 31st October** (except in the case of the Headteacher, where it should be no later than **31st December**). Pay awards will apply with effect from 1st September. Every teacher will be given a written statement setting out their salary and any other financial benefits and decisions following any review to which they are entitled. Reviews may take place at other times of the year to reflect any changes in circumstances or job description that lead to a change in the basis for calculating an individual's pay.

Applications for pay progression are necessary only where a teacher is applying to progress to the Upper Pay Range (UPR). All other pay progression will be automatic unless in exceptional circumstances, as defined under paragraph 1.7.2.

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

Pay determination of leadership posts will be reviewed annually for those who have completed a full year of employment since the previous pay determination subject to paragraph 11 STPCD.

1.3 The Pay Committee

The terms of reference for the Pay or Resources committee are as follows:

The Pay or Resources committee (or equivalent) has fully delegated powers to determine the pay of all staff working in the school subject to the relevant statutory requirements.

The committee will ensure that all pay decisions are communicated to each member of staff by the Headteacher in writing. Decisions on the pay of the Headteacher will be communicated by the chair of the Governing Body in writing in accordance with paragraph 11.2 of the STPCD.

1.4 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. maternity leave or long term absence (see paragraph 1.7.2). The exact adjustments will be made on a case by case basis, depending on the individual teacher and the school's circumstances.

The Governing Body should carry out an equality impact assessment to determine whether the structures agreed will affect some groups differently to others (see appendix 4). The intended outcome of the assessment is that it will reduce the likelihood that it discriminates and that, where possible, it promotes equality and fairness.

1.5 Pay Appeals

A teacher may seek a review of any recommendation in relation to their pay.

The usual reasons for seeking a review of a pay determination are that the person or committee by whom the decision was made:

- a) incorrectly applied the school's pay policy;
- b) incorrectly applied any provision of the STPCD;
- c) failed to have proper regard for statutory guidance;
- d) failed to take proper account of relevant evidence;
- e) took account of irrelevant or inaccurate evidence;
- f) was biased; or
- g) otherwise unlawfully discriminated against the teacher.

The above list is not exhaustive.

The order of proceedings is as follows:

Informal Stage

1. The teacher receives written confirmation of the pay recommendation and, where applicable, the basis on which the decision was made.
2. If the teacher is not satisfied, they should seek to resolve this by discussing the matter informally with the appraiser or Headteacher before the recommendation is actioned and a pay decision made.
3. If the teacher continues to be dissatisfied following a formal pay determination, they may follow a formal appeal process.

Formal Stage

4. The teacher 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 of the outcome of the discussion referred to above.
5. The committee or person who made the determination should provide a formal meeting, within ten working days of receipt of the written appeal, to consider the appeal and give the teacher an opportunity to make representations in person. Following the formal meeting the employee should be informed in writing of the decision and the right to appeal.

6. **Appeal Stage**

Any appeal should be heard by a panel of three governors who were not involved in the original determination, normally within 20 working days of the receipt of the written appeal notification. The teacher will be given the opportunity to make representations in person. The decision of the appeal panel will be given in writing, and where the appeal is rejected, will include a note of the evidence considered and the reasons for the decision. This is the end of the pay appeal process and there is no further right of appeal.

At both the hearing and appeal stages of this procedure the teacher is entitled to be accompanied by a colleague or trade union representative not acting in a legal capacity. Each step and action of this process must be taken without unreasonable delay. The timing and location of the formal hearings must be reasonable. Hearings should be recorded and a record of proceedings should be produced where an appeal is brought by the employee.

1.6 Use of discretion in basic pay determination.

1.6.1 Pay range for Headteachers

1.6.1.1 Headteachers appointed before 1st September 2023.

There should be no changes to Headteacher pay unless responsibilities have significantly changed in line with section 4.2 STPCD and an appropriate process has been carried out by the pay committee to address this in line with the DfE 3 stage process, which can be found within the DfE document [Implementing your school's approach to pay \(revised Oct 2023\)](#)

It will be for the Governing Body to determine in the light of a school's particular circumstances and context, the extent to which any change should be regarded as 'significant'. In doing so, the Governing Body will want to pay particular attention to the extent to which the change creates new levels of accountability and responsibility for the leadership group member or members.

1.6.1.2 Pay on appointment from 1st September 2023.

This applies to those who are appointed to a Headteacher post on or after 1st September 2023.

The school's overall leadership pay range has a minimum value of £60,488 to and a maximum value of £82,258 based on the group size of school. The group size must be decided in accordance with paragraphs 5,6,7 and 8 (STPCD). This indicates the school is group size 3

The school has agreed the following 7 point pay range for the Headteacher:

The governing body will retain a pay structure with reference points that mirror the previous leadership range for the year 2022/23 and will review this as appropriate.

The pay committee will use reference points set out in Appendix 5

The agreed 7 points are Leadership Scale point 18 - £71,729 to L24# - £82,258

The relevant body has discretion to take account of the additional responsibility and accountability associated with the provision of extended services on their site as part of the local authority's local area plan when determining the pay range. Headteachers cannot be remunerated for running and managing a freestanding childrens' centre.

Where the school is part of a hard federation with a single governing body, remuneration should be based on the total number of pupil units across all schools to give a group size for the federation. A 7 point range will then be determined within that group range.

In accordance with paragraphs 9.3, 10, 25, 26, 27 (STPCD) or in limited circumstances (a school causing concern, substantial difficulties in recruiting or retaining a Headteacher, or where the Headteacher is appointed as a temporary Head of one or more additional schools) the relevant body has discretion to make additional payments to the Headteacher, the total of which will be between 1% and 25% of the headteacher's pay point, and providing that in each case the Governing body has not previously taken such reason into account when determining the pay range under an earlier STPCD. Further advice can be found in the DfE document [Implementing your school's approach to pay \(revised Oct 2023\)](#)

1.6.2 Pay range for Deputy Headteachers and Assistant Headteachers.

1.6.2.1 Deputy and Assistant Headteachers appointed before 1st September 2023.

There should be no changes unless schools choose to review leadership pay arrangements.

1.6.3 Pay on appointment from 1st September 2023.

This applies to those who are appointed to a Deputy and Assistant Headteacher post on or after 1st September 2023.

The pay range for the Deputy or Assistant Headteacher should not overlap the Headteacher's pay range except in exceptional circumstances (9.4 STPCD).

These would need to be agreed by the Governing Body with advice from HR

The school has determined a 5 point pay range for Deputy and Assistant Headteachers when they propose to make new appointments or where there is a significant change in the responsibilities of serving Deputy or Assistant Headteacher.

Deputy Head increments are L10 (£58,959) to L14 (65010) for Assistant Heads increments are L5 (£52074) to L9 (£57482)

The school may determine the pay range as of 1st September, at any time of the year to reflect any changes in the circumstances or job description that lead to a change in the basis for calculating their pay, or at any time if they consider it necessary to retain a Deputy or Assistant Headteacher.

1.6.4 Pay Range for Leading Practitioner posts.

The role of the Leading Practitioner is to:

- Be an exemplar of teaching skills;
- Lead the improvement of teaching skills in their school and the wider school community which impact significantly on pupil progress;
- Improve the effectiveness of staff and colleagues, particularly in relation to specific areas such as leadership and development within school and the wider trust, implementing and embedding new initiatives, leading on identified areas of school improvement as identified in the strategic development plan.

- Carry out the professional responsibilities of a teacher other than a headteacher, including those responsibilities delegated by the headteacher;
- Have a leadership role in developing, implementing, and evaluating policies and practice in their workplace that contribute to school improvement. This might include:
 - (a) coaching, mentoring and induction of teachers, including trainees and early careers teachers (ECTs);
 - (b) disseminating materials and advising on practice, research and continuing professional development provision;
 - (c) assessment and impact evaluation, including through demonstration lessons and classroom observation;
 - (d) helping teachers who are experiencing difficulties.

They may also be required to take this role in other schools, or in relation to teachers from other schools.

The school should determine the individual post range for Leading Practitioners, taking account that different teachers in the same school may be placed on different individual ranges, in line with paragraph 16 of the STPCD. Please note there is no external assessment of the skill or competence required.

They may determine the pay range as of 1 September, at any time of the year to reflect any changes in the circumstances or job description that lead to a change in the basis for calculating their pay.

The leading practitioner pay range has a minimum value £47,417 and a maximum value £72,085.

The pay committee will use the reference points set out below

LP1	£47,417.00
LP2	£48,606.00
LP3	£49,819.00
LP4	£51,058.00
LP5	£52,330.00
LP6	£53,642.00
LP7	£55,088.00
LP8	£56,357.00
LP9	£57,765.00
LP10	£59,250.00
LP11	£60,785.00
LP12	£62,187.00
LP13	£63,741.00
LP14	£65,331.00
LP15	£66,956.00
LP16	£68,737.00
LP17	£70,314.00
LP18	£72,085.00

Exact Increments will be decided dependent on the role.

1.6.5 Pay on appointment for classroom teachers.

The main pay range has a minimum value of **£30,000** and a maximum value of **£41,333**

Pay on appointment will have due regard to:

- The requirements of the post;
- Any specialist knowledge required for the post;
- The experience required to undertake the specific duties of the post;
- The wider school context;
- Relevant experience from overseas.

The Governing Body will consider the use of recruitment and retention payments to secure the candidate of choice (see paragraph 27).

Please note that whilst there is no longer automatic portability from school to school with regards to pay point the governing body will honour portability from school to school with regard to pay point. This means the school will not restrict the pay available for appointees to vacant classroom teacher posts other than the lower limit of the MPR and the upper limit of the UPR.

1.6.6 Existing Main Pay Range teachers 1st September 2023

The governing body will retain a pay structure with 6 points

The pay committee will use the reference points set out below:

M1	£30,000.00
M2	£31,737.00
M3	£33,814.00
M4	£36,051.00
M5	£38,330.00
M6	£41,333.00

Annual pay progression is based on successful performance management. The pay committee will be advised by the headteacher and will be able to justify its decisions.

Teachers will need to demonstrate good progress towards performance management objectives and have shown competence in all elements of Teachers' Standards. Reviews will be deemed successful unless, in exceptional circumstances, significant concerns about standards of performance, which may affect pay progression, have been raised and recorded with the teacher during the formal annual performance management / appraisal cycle and have not been sufficiently addressed by the conclusion of that process. If, following a review, the decision is made to withhold a pay point and/or enter the capability procedure then this should be confirmed in writing.

Where exceptional performance has been evidenced the governing body may consider enhanced pay progression, up to a maximum of 1 reference point.

In the case of early career teachers (ECTs), the governing body must determine the teacher's performance and any pay recommendation by means of the statutory induction process set out in the Education (Induction Arrangements for School Teachers) (England) Regulations 2012. The governing body must ensure that ECTs are not negatively affected by the extension

of the induction period from one to two years. Early Career Teachers will progress through the pay range at the end of the first year of the two year induction period, unless in exceptional circumstances, as defined in Paragraph 1.7.2.

1.7.0 Upper pay range applications.

All qualified teachers can apply to be on upper pay range (UPR). Schools will make individual decisions about pay should a teacher work in multiple schools.

The evidence needed to apply for the upper pay range will be based on the appraisal process and consist of the following:

- Evidence to support they are working at upper pay range level (i.e. highly competent);
- Evidence to show achievements and contribution are substantial and sustained (as per definitions below);
- Evidence to support wider school contribution;
- Evidence from recent appraisals (usually 2 consecutive successful ones).

For our school the process for applying to move to the upper pay range will make reference to the above criteria and consist of the following:

- Communicate to Headteacher in writing or by email that they wish to be considered for UPS
- Ask for paperwork from last two consecutive Appraisals to be considered
- Supporting evidence re wider school impact this can include evidence from a range of activities i.e. Staff Meetings in relation to key areas of school development, tutor/mentor for Student/NQTs, Coaching role, M&E activities and related actions and outcomes. These need to be evidenced over a two-year period indicating sustainability
- HT to acknowledge receipt of request and review evidence decisions will be based on successful appraisals and impact of wider work i.e. achievement of an identified standard/accreditation, evidence from monitoring including in house and if relevant L3's or external consultants.
- HT to notify teacher of outcome within 15 working days by email

1.7.1 Existing Upper Pay Range teachers 1st September 2023

The upper pay range has a minimum value £43,266 and a maximum value £46,525

The pay committee will use the reference points set out below:

U1	£43,266.00
U2	£44,870.00
U3	£46,525.00

Pay progression will be based on successful performance management. The pay committee will be advised by the Headteacher in making all such decisions and will be able to justify its decisions. Account will be taken of the provisions in paragraph 15 STPCD.

Teachers will need to demonstrate good progress towards performance management objectives and shown to be highly competent in all elements of Teachers' Standards. The

evidence will need to demonstrate that their achievements and contribution to the school have been substantial and sustained using the following definitions:

Highly competent – performance is assessed as having excellent depth and breadth of knowledge, skill and understanding of the Teachers' Standards.

Substantial – achievements and contribution to the school are significant, not just in raising standards of teaching and learning in their own classroom, or with groups of children, but also in making a significant wider contribution to the school, which impacts on pupil progress and the effectiveness of staff and colleagues.

Sustained – usually have two consecutive successful appraisal reports in this school and have made good progress towards their objectives during this period. Have shown their expertise has grown over the relevant period and is consistently good to outstanding.

Where exceptional performance has been evidenced and the teacher has met or exceeded their objectives the governing body may consider enhanced pay progression, up to a maximum of 1 reference points.

1.7.2 Reviews will be deemed successful unless, in exceptional circumstances, significant concerns about standards of performance, which may affect pay progression, have been raised and recorded in writing with the teacher during the formal annual performance management / appraisal cycle and have not been sufficiently addressed by the conclusion of that process.

Where a teacher has been absent for a significant period during an annual performance management cycle/s (for example on maternity/adoption leave or extended long term sickness absence), annual pay increases will be automatically awarded based on the teacher's standards of performance immediately prior to the period/s of absence as if there had been no absence. In making this assessment the headteacher must refer to 1.7.2.

If, following a review, the decision is made to withhold a pay increase/enter capability procedure then this should be confirmed in writing.

1.8 Part-time teachers.

Teachers employed on an ongoing basis at the school but who work less than a full working day or week are deemed to be part-time. After consultation, where appropriate, the Governing Body will give them a written statement (see Appendix 3 for example) detailing their working time obligations and the mechanism used to determine their pay, subject to the provisions of the statutory pay and working time arrangements.

The salary and allowances, if any, of any person appointed as a part-time teacher must be determined in accordance with the pro-rata principle.

Part-time teachers entitlement to PPA time will be a minimum of 10% of their timetabled teaching week.

1.9 Short notice / supply teachers.

Teachers who work on a day-to-day or other short notice basis have their pay determined in line with the statutory pay arrangements in the same way as other teachers.

Teachers paid on a daily basis will have their salary paid at their own rate i.e. 1/195 x annual salary, which includes an element of holiday pay.

Teachers who work less than a full day will be hourly paid at their own rate i.e. 1/1265 x annual salary, which includes an element of holiday pay.

Teachers should be paid for all the hours they are required to be on the school premises. Consideration should be given to their entitlement to PPA time.

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

2.0 Instructors (unqualified teachers).

The Governing Body, will, when determining on which point to place instructors on the unqualified teachers' pay range (UTPR) when they are appointed, take account of any relevant qualifications and experience.

Pay on appointment will have due regard to:

- Relevant qualifications;
- Relevant experience.

Please note that whilst there is no longer automatic portability from school to school with regards to pay point the governing body will honour portability from school to school with regard to pay point.

2.2 Existing unqualified teachers 1st September 2023

The unqualified teachers pay range has minimum value £20,598 and a maximum value £32,134

The pay committee will use reference points set out below:

UTPR1	£20,598
UTPR2	£22,961
UTPR3	£25,323
UTPR4	£27,406
UTPR5	£29,772
UTPR6	£32,134

The above award will be based on successful performance management. The pay committee will be advised by the Headteacher in making all such decisions and will be able to justify its decisions. Teachers will need to demonstrate good progress towards performance management objectives and shown competence in all elements of Teachers' Standards with reference to the appraisal policy.

Where exceptional performance has been evidenced the governing body may consider enhanced pay progression, up to a maximum of 1 reference point.

2.3 Additional allowance to unqualified teachers.

The Governing Body will consider additional payments in line with paragraph 22 STPCD as outlined below, where the unqualified teacher has:

- Taken on sustained additional responsibility which is focused on teaching and learning and requires the exercise of a teacher's professional skills and judgment;

Or

- Qualifications or experience which bring added value to the role being undertaken.

2.4 Instructors employed on employment based routes into teaching.

Instructors employed on one of the employment based routes into teaching are deemed to be trainees on placements and will be paid at a level to be individually determined by the governing body taking into account the minimum salary set by the scheme.

2.5 Recognition of Qualified Teacher Status (QTS)

On obtaining QTS, salary will be transferred from UTPR to MPR range in line with paragraph 18 STPCD.

2.6 Qualified Teacher Learning and Skills (QTLS) status

Since 1 April 2012, further education teachers who have been awarded QTLS by, and are members of, the Society for Education & Training (SET) will be recognised as qualified teachers in schools. This allows them to be appointed to permanent posts and they will be paid on the qualified teacher's pay range (MPR). In order to continue to be recognised as a qualified school teacher, a QTLS holder must maintain their SET membership.

3.0 Pay progression

The Governing Body determine the annual pay budget taking account paragraph 19 (STPCD 2022).

It will agree to allocate 0.5% of the school budget to allow for the best teachers to make more rapid progress.

3.1 Headteacher

Annual pay progression within the range for this post is not automatic. The Headteacher must demonstrate sustained high quality of performance, with particular regard to leadership, management and pupil progress at the school and will be subject to a review of performance against performance objectives before any performance points will be awarded. The Governing Body will consider whether to award one or two pay progression points. The circumstances in which two points may be awarded are as follows and must not already be taken account of when determining the pay range:

Performance deemed as exceptional evidenced by significant improvement in end of Key Stage progress and attainment. To be raised to be at least in line with national standards at age related for each phase where cohorts were below this at the end of the last phase and better than national for those who were at national.

3.2 Deputy and Assistant Headteachers

Annual pay progression within the range for these posts is not automatic. Deputies and Assistant Heads must demonstrate sustained high quality of performance in respect of school leadership and management and pupil progress and will be subject to a review of performance against their performance objectives before any performance points will be awarded. The governing body will consider whether to award one or two pay progression points. The circumstances in which two points may be awarded are as follows:

- Significant accelerated progress/ attainment as evidenced by end of Key Stage Results
- Securing rapid progress in their area as moderated and evaluated by external assessors
 - Coaching that leads to all teachers being judged as good or better

3.3 Leading Practitioners

Leading practitioners must demonstrate sustained, high quality of performance in the light of their agreed performance criteria and will be subject to a review of performance before any performance points will be awarded. Any work undertaken at other schools, in higher education facilities, at facilities of the LA and elsewhere will be taken into account.

Pay progression for leading practitioner posts are not automatic. The Governing Body will consider whether to award one or two pay progression points following their annual performance review but backdated to 1 September of that year. The circumstances in which two points may be awarded are as follows:

There are no Lead Practitioners in the current structure

4.0 Allowances and other discretionary payments.

4.1 Teaching and Learning Responsibility payments (TLRs).

4.1.1 Teaching and Learning Responsibility (TLR) value.

The values of the TLRs to be awarded are set out below:

- TLR1s will be awarded to the following value:
Not currently in the school structure
- TLR2s will be awarded to the following values:
 - £4785 to the holder of KS2 Phase Leader (Y4-6)
 - £4785 to the holder of Assessment Lead
- TLR3s will be awarded to the following value:
 - £1680 to each project development post

4.1.2 Criterion and Factors for Award of Teaching and Learning Responsibility Payments

Criterion

A Teaching and Learning Responsibility payment (TLR) may be awarded to a classroom teacher in accordance with paragraph 20 and section 4 of the STPCD 2023.

TLR 1 or 2 will be for undertaking a sustained additional responsibility in the context of the school's staffing structure for the purpose of ensuring the continued delivery of high-quality teaching and learning for which they are made accountable. The award may be while the teacher remains in the same post or occupies another post in the temporary absence of the post-holder, for example, cover for secondments, maternity or sick leave or vacancies pending permanent appointment.

TLR3 may be awarded for clearly time-limited school improvement projects, one-off externally driven responsibilities, or where teachers are undertaking planning, preparation, coordination of, or delivery of tutoring to provide catch-up support to pupils on learning lost to the pandemic, and where that tutoring work is taking place outside of normal directed hours but during the school day. The Governing Body will set out in writing, at the outset, to the teacher the duration of the fixed term and the amount to be paid in monthly instalments. TLR3 payments should not be used to replace or otherwise limit teachers' pay progression on the main, upper or leading practitioner pay ranges. The Governing Body should not award consecutive TLR3s for the same responsibility unless that responsibility relates to tutoring, as set out above. No safeguarding will apply in relation to TLR3s.

TLRs may only be awarded in the context of the school's staffing structure and pay policy.

A TLR1 or 2 is a payment integral to a permanent post in the school's staffing structure and therefore may only be held by two or more people when job-sharing that post. TLR1 or 2 awarded to part-time teachers **must** be paid pro-rata at the same proportion as the teacher's part-time contract. A TLR 3 payment must be paid in full and **not** on a pro-rata basis to a part time teacher (Paragraph 41 STPCD).

Factors

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

- 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.

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

Values

The values of TLRs must fall within the following ranges subject to pay awards:

- the annual value of a TLR1 is **£9,272 - £15,690**

- the annual value of a TLR2 is **£3,214 - £7,847**
- the annual value of a TLR3 is **£639 - £3,169** for a clearly defined period

Due regard must be taken of differentials between same band TLRs of different values in line with the responsibility of the post.

TLRs may be awarded following a review of the school's staffing structure. The introduction of TLRs will be in line with the timings of the implementation of the new structure.

A teacher may not hold a TLR1 and a TLR2 concurrently, however a teacher in receipt of either a TLR1 or 2 may also hold a concurrent TLR3.

If a teacher is given a new post or revised responsibilities, then the relevant body must determine whether a different TLR (or no TLR) applies to the post and whether the teacher is entitled to any safeguarded sum if no TLR, or a lower one, applies to the new post/revised responsibilities.

Teachers should not be expected to undertake permanent additional TLR responsibilities without payment of a permanent TLR1 or TLR2 payment.

4.2 Special Educational Needs allowances.

With effect from 1 September 2010 the relevant body must award a SEN allowance of no less than **£2,539** and no more than **£5,009** per annum to a classroom teacher:

- (a) in any SEN post that requires a mandatory SEN qualification (since 1 September 2009 all SENCOs are required to hold the National Award for SEN Co-ordination unless they had been in post for at least 12 months prior to this date);
- (b) in a special school;
- (c) who teaches pupils in one or more designated special classes or units in a school or, in the case of an unattached teacher, in a local authority unit or service;
- (d) in any non-designated setting (including any PRU) that is analogous to a designated special class or unit, where the post-
 - (i) involves a substantial element of working directly with children with special educational needs;
 - (ii) requires the exercise of a teacher's professional skills and judgement in the teaching of children with special educational needs; and
 - (iii) has a greater level of involvement in the teaching of children with special educational needs than is the normal requirement of teachers throughout the school or unit within the school or, in the case of an unattached teacher, the unit of the service.

Where a SEN allowance is to be paid, the relevant body must determine the spot value of the allowance, taking into account the structure of the school's SEN provision and the following factors:

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

The arrangements for rewarding classroom teachers with SEN responsibilities are set out below:

- Spot allowance of **£2,539 (min)** to the holder of SENCo post
- Spot allowance of **£5,009 (max)** to the holder of SENCo post

In the current post the SENCo is an Assistant Head

4.3 Special Educational Needs allowances and Teaching and Learning Responsibility payments combined.

Special Educational Needs (SEN) allowances may be held at the same time as TLRs. However, when reviewing their staffing structures and keeping them under review, relevant bodies should:

- ensure that, in the light of remodelling and the move of administrative tasks from teachers to support staff, holders of discretionary SEN allowances are not carrying out tasks that would be more appropriately undertaken by support staff;
- consider whether, if teachers have responsibilities that meet the principles for the award of TLR payments it would not be more appropriate to award a TLR payment *instead of* a discretionary SEN allowance of a lower value;
- SEN payments made by the relevant body should not be used for the purposes of recruitment and retention. There are separate provisions available within the STPCD for these purposes;
- ensure that any responsibilities are clearly specified in individual teachers' job descriptions, and are clear in the school's published staffing structure.

5.0 Other payments.

5.1 The Governing Body may make such payments as they see fit (discussed and agreed in advance) to teachers (other than the headteacher) in respect of (paragraph 26 STPCD):

a) Continuing Professional Development

Continuing professional development undertaken outside of the school day.

b) Initial Teacher Training Activities

Activities that may attract payment include:

- supervising and observing teaching practice; giving feedback to students on their performance and acting as professional mentors; and formally assessing students' competences;
- planning an initial teacher training course.

Teachers who undertake initial teacher training activities which are not seen as part of the ordinary running of the school should be given separate contracts of employment to cover areas of work that are not part of their substantive teaching job or contract of employment. Areas of work that will attract a payment of a suitable National Joint Committee scale include:

- preparing course materials; undertaking the marketing, finance and administration

of the course; and taking responsibility for the well-being and tuition of initial teacher training students.

c) Out-Of-School Learning Activities

Activities that may attract payment equivalent to short notice supply staff rates include:

- breakfast clubs, homework clubs; summer schools (study support, literacy and gifted and talented), sporting activities, other outdoor activities and clubs linked to curricular, arts and hobby interest areas.

5.2 Provision of services by the Headteacher

The relevant body has discretion to make payments to Headteachers who provide an external service to one or more additional schools, and also to any of the school's teachers whose post acquires additional responsibility as a result of the Head's activities. Payments are not automatic and must take account of (Paragraphs 10.1 to 10.4 and 26 and paragraph 65 STPCD).

Areas of work that will attract a payment would need to be raised discussed and agreed with the governors prior to this occurring.

5.3 Recruitment and Retention Payments

The Governing Body will make such payments to a teacher as it considers necessary as an incentive for the recruitment of new teachers and the retention of existing teachers. These can be made as a lump sum, periodic payments or via other financial assistance as deemed appropriate.

The pay committee must be clear on the reasons for such payments, making it clear at the outset in writing the expected duration and the review date, after which they may be withdrawn. The governing body will review the level of payment annually.

Awards made under this section may only be made for recruitment and retention purposes, not for carrying out specific responsibilities or to supplement pay for any other reasons as per paragraph 26.

5.4 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.

There is no provision within the School Teachers' Pay and Conditions Document for the payment of honoraria. Any such award to a teacher for their teaching work would be unlawful.

5.5 Review of policy

The pay policy will be monitored and reviewed on an annual basis. An annual written report on the operation of the policy, recording pay decisions taken and equality impact, will be provided by the Headteacher to the Governing Body.

Pay Policy Appendices:

Appendix 1 School staffing structure

Appendix 2 Procedure for the hearing of appeals against pay determinations

Appendix 3 Sample written statement for part-time teachers

Appendix 4 Equality, diversity, cohesion and integration screening

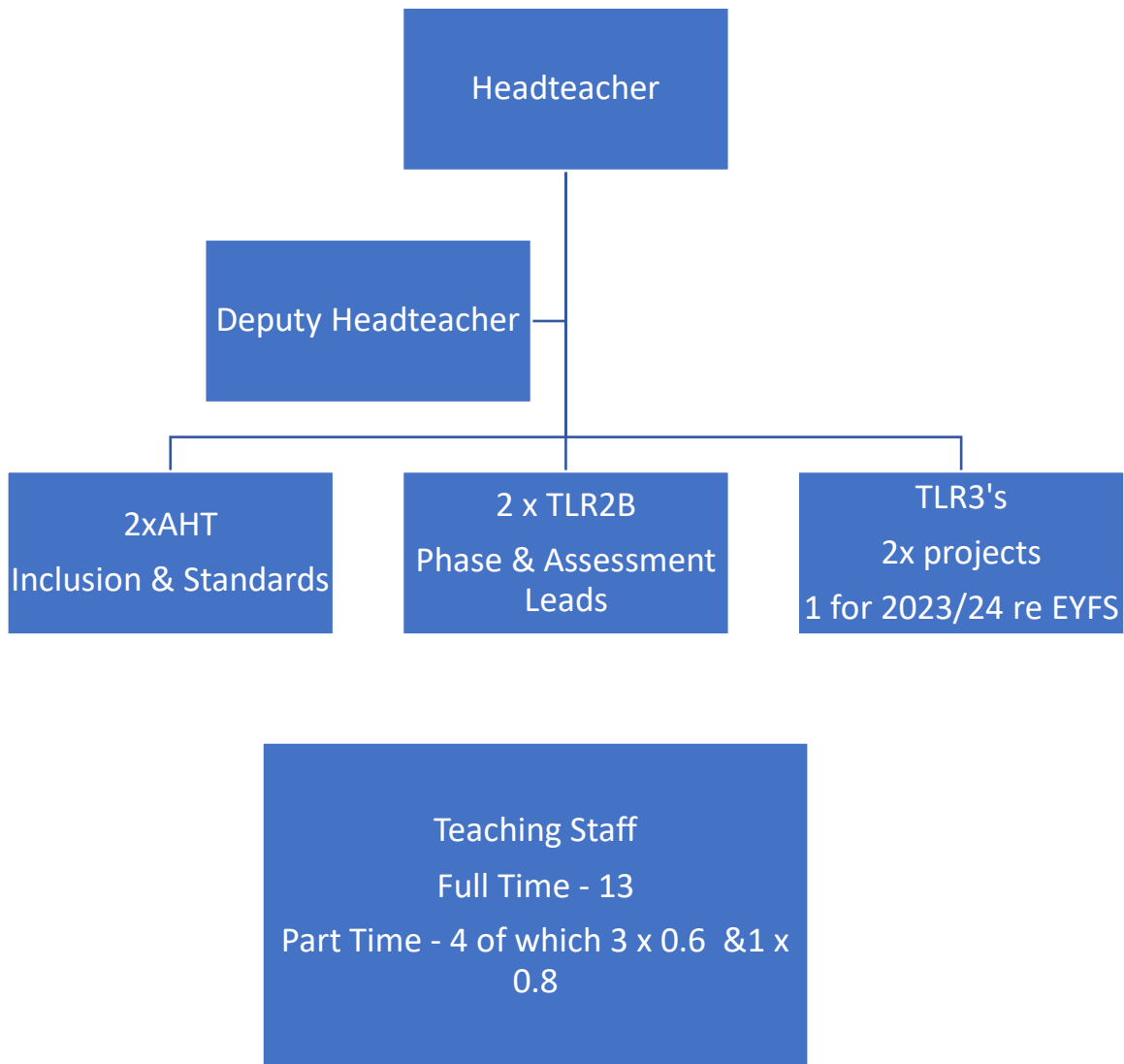
Appendix 5 Leadership reference points

Appendix 1

School Staffing Structure

Appendix 1

School Staffing Structure



Appendix 2

Procedure for the hearing of an appeal against a pay determination.

The chair is in control of the procedure. The sequence listed below enables both sides to present their evidence fairly and fully. It is:

1. The chair shall introduce those present, explain the procedure to be used and ensure that it is agreed by the employee and/or their representative.

2. The management representative shall present their case and may call witnesses to clarify the evidence.
3. The employee and/or their representative may raise questions of the management representative.
4. The employee and/or their representative shall present their case and may call witnesses to clarify the evidence.
5. The management representative may raise questions of the employee.
6. Where new evidence is presented both parties are to be given the opportunity to comment.
7. The chair (and through them or the other governors, if appropriate) may question either side and any witnesses called at any time.
8. The employee or their representative shall be given an opportunity to sum up their case.
9. The management representative shall be given an opportunity to sum up their case.
10. The chair shall ask both parties to leave while the decision is made, only recalling the two parties to clear points of uncertainty on evidence already given.
11. The chair shall recall the two sides and give the decision. They shall explain the reasons for the decision. Alternatively they may inform the employee that the decision will be made known to them within three working days. The chair shall explain that the decision and reasons shall be confirmed in writing.

Appendix 3

Model agreement for part-time teacher's working time.

This model agreement is intended to record clearly the agreed terms of each part time teacher's working time obligations, in terms of teaching and non-teaching activities, in order to ensure that any subsequent uncertainty or dispute is avoided and that every part time teacher's pay reflects the full extent of their work. Please also refer to Directed Time Breakdown for 23/24 this is to ensure staff are clear of expectations from the start of the school year.

Name:

Days of Work:

Monday am
Tuesday am
Wednesday am
Thursday am
Friday am

Monday pm
Tuesday pm
Wednesday pm
Thursday pm
Friday pm

Teaching Duties

Teaching

- Teaching time will be for a maximum of hours per week of the school's timetabled teaching week of hours, allocated as follows:

Monday am
Tuesday am
Wednesday am
Thursday am
Friday am

Monday pm
Tuesday pm
Wednesday pm
Thursday pm
Friday pm

"Trapped time" in timetabling arrangements will be treated as paid non-contact time.

PPA and Non-Contact Time

- PPA and non-contact time will be pro-rata to that for full-time teachers in similar positions and will equate to 10% of their teaching hours per week.

Non-Teaching Duties

Registration

- Be responsible for registering a class on every working day morning and/or afternoon.

Assemblies and mid-session breaks.

- Be present during the above and be available as reasonably necessary in the same way as full time teachers during this time.

-

Other Duties

- Be available to undertake other duties as reasonably required for which directed time will be allocated.

Staff/departmental meetings.

[delete as appropriate]

- Attend staff meetings only on days normally worked.

Parental consultation meetings and open meetings.

- Attend parents/open meetings only on days normally worked.

INSET/non-pupil days.

- Attend non-pupil days only on days normally worked and attend all INSET days, with additional paid working time as appropriate.

Contingency Time

Be allocated hours per year to cover unforeseen needs pro rata to contingency time allocated to full time teachers please see directed time breakdown.

Changes to these arrangements.

Any reasonable changes to these arrangements will be subject to consultation and discussion between the two parties. Additional paid working time will be added when additional duties accrue.

Signed: Teacher

Appendix 4

Equality, Diversity, Cohesion and Integration Screening

As a school via the public authority we need to ensure that all our strategies, policies, service and functions, both current and proposed have given proper consideration to equality, diversity, cohesion and integration. Please also take due regard of [Equalities considerations](#)

A **screening** process can help judge relevance and provides a record of both the **process** and **decision**. Screening should be a short, sharp exercise that determines relevance for all new and revised strategies, policies, services and functions. Completed at the earliest opportunity it will help to determine:

- the relevance of proposals and decisions to equality, diversity, cohesion and integration.
- whether or not equality, diversity, cohesion and integration is being/has already been considered, and
- whether or not it is necessary to carry out an impact assessment.

School:	Chair of committee:
Lead person:	Contact number:

1. Title:
Is this a: <input type="checkbox"/>
If other, please specify

2. Please provide a brief description of what you are screening

3. Relevance to equality, diversity, cohesion and integration

All the school's policies affect service users, employees or the wider community – city wide or more local. These will also have a greater/lesser relevance to equality, diversity, cohesion and integration.

The following questions will help you to identify how relevant your proposals are.

When considering these questions think about age, carers, disability, gender reassignment, race, religion or belief, sex, sexual orientation and any other relevant characteristics (for example socio-economic status, social class, income, unemployment, residential location or family background and education or skills levels).

Questions	Yes	No
Is there an existing or likely differential impact for the different equality characteristics?		
Have there been or likely to be any public concerns about the policy or proposal?		
Could the proposal affect how services are organised, provided, located and by whom?		
Could the proposal affect our workforce or employment practices?		
Does the proposal involve or will it have an impact on <ul style="list-style-type: none"> • Eliminating unlawful discrimination, victimisation and harassment • Advancing equality of opportunity • Fostering good relations 		

4. Considering the impact on equality, diversity, cohesion and integration

If you can demonstrate you have considered how your proposals impact on equality, diversity, cohesion and integration you have carried out an impact assessment.

Please provide specific details for all three areas below (use the prompts for guidance).

- **How have you considered equality, diversity, cohesion and integration?** (think about the scope of the proposal, who is likely to be affected, equality related information, gaps in information and plans to address, consultation and engagement activities (taken place or planned) with those likely to be affected)

- **Key findings**

(think about any potential positive and negative impact on different equality characteristics, , perception that the proposal could benefit one group at the expense of another)

• **Actions**
(think about how you will promote positive impact and remove/ reduce negative impact)

5. Governance, ownership and approval		
Please state here who has approved the actions and outcomes of the screening		
Name	Job title	Date

6. Publishing	
This screening document will act as evidence that due regard to equality and diversity has been given.	
For record keeping purposes a copy will be kept on file with a copy of the policy and one with the governor minutes.	
Date screening completed	
Date agreed at Governing Body meeting	

Appendix 5

Leadership Reference Points

The STPCD sets out the limits on headteacher pay for each of the eight school groups. Where a headteacher is paid within the school's headteacher group range, they must not be paid above the top point of this range.

This applies unless in exceptional circumstances, the governing body has exercised its discretion in accordance with the STPCD, to exceed these limits.

Additional notes:

In 2015/16, the School Teachers' Review Body (STRB) recommended that no pay uplift be applied to the maximum values of each of the eight headteacher group pay ranges. As a result, a differential remains in place for the maximum point of each of the headteacher group pay ranges, points L18, L21, L24, L27, L31, L35 or L39. This does not apply where a head/deputy/assistant headteacher is not at one of the maximum points on a headteacher group pay range but will be paid on one of the points listed above in 2023/24, assuming no other adjustments are being made.

L18# - scale point to be used only by schools in Group 1 where it is the maximum value of the headteacher group range for the school

- scale point to be used only by schools in Groups 2 to 8 respectively where it is the maximum value of the headteacher group range for the school

* - scale points to be used unless the above applies

Minimum	L1	£47,185
	L2	£48,366
	L3	£49,574
	L4	£50,807
	L5	£52,074
	L6	£53,380
	L7	£54,816
	L8	£56,082
	L9	£57,482
	L10	£58,959
	L11	£60,488
	L12	£61,882
	L13	£63,430
	L14	£65,010
	L15	£66,628
	L16	£68,400
	L17	£69,970
	L18#	£71,018
	L18*	£71,729
	L19	£73,509
	L20	£75,331
	L21#	£76,430
	L21*	£77,195

	L22	£79,112
	L23	£81,070
	L24#	£82,257
	L24*	£83,081
	L25	£85,146
	L26	£87,253
	L27#	£88,529
	L27*	£89,413
	L28	£91,633
	L29	£93,902
	L30	£96,239
	L31#	£97,638
	L31*	£98,616
	L32	£101,067
	L33	£103,578
	L34	£106,138
	L35#	£107,699
	L35*	£108,776
	L36	£111,470
	L37	£114,240
	L38	£117,067
	L39#	£118,732
	L39*	£119,921
	L40	£122,912
	L41	£125,983
	L42	£129,140
maximum	L43	£131,056