

Torfield and Saxon Mount Academy Trust



Pay Policy

2022 / 2023

November 2022

Pay Policy for Torfield and Saxon Mount Federation

About this document:

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References shown in blue text are available on the Intranet and/or Czone.

References shown in underlined blue text are hyperlinks to other parts of this document.

Date: 1 September 2022

Document summary

Every school is required to have a pay policy which sets out how teachers' pay is determined. This model pay policy can be adapted by schools to meet their local requirements.

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Model School Pay Policy for determining teachers' pay 2022 - 23

The Governing Body of Torfield and Saxon Mount Academy Trust adopted this policy in December 2021.

Introduction

1. Introduction

- 1.1. This policy sets out a framework for making decisions on teachers' pay. It has been developed to comply with current legislation and the requirements of the School Teachers' Pay and Conditions Document (STPCD) and takes account of 'Implementing your school's approach to pay (DfE guidance October 2022). ESCC has consulted on it with Headteachers and the recognised trade unions on behalf of staff.
- 1.2. Please note that if a Governing board decides to use an alternative version of the pay ranges to those recommended by the Local Authority as set out in this model policy, there will be a requirement for the Governing board to ensure that a local consultation process takes place with staff and regional representatives of the recognised trade unions. Advice on this process should be sought from your dedicated HR Advisor.
- 1.3. In addition to the policy, schools must stay within the legal framework set out in the STPCD and in other relevant legislation that affects all employers (for example, legislation on equality, employment protection and data protection); a court or tribunal may take any failure to do so into account in any proceedings.
- 1.4. All teachers are paid in accordance with the statutory provisions of the STPCD as updated from time to time.
- 1.5. All procedures for determining pay will be consistent with the principles of public life - objectivity, openness and accountability. In adopting this pay policy, the aim is to:
 - maximise the quality of teaching and learning at the school
 - support the recruitment and retention of a high quality teacher workforce
 - enable the school to recognise and reward teachers appropriately for their contribution to the school
 - help to ensure that decisions on pay are managed in a fair & transparent way
- 1.6. The pay policy sets out the procedures that apply when any teacher seeks a review of any decision made by the head teacher or relevant body that affects their pay. The pay hearings and appeals procedure performs the function of the grievance procedure on pay matters and therefore decisions should not be reopened under general grievance procedures.

- 1.7 This policy will be reviewed annually or at such time that changes are made to the STPCD, in particular those affecting areas of discretion to be exercised by the relevant body.
- 1.8 TaSMAT aims to ensure that their pay policy does not discriminate on grounds of disability, pregnancy/maternity status. We ensure that pay progression criteria recognises the potential for indirect discrimination in relation to pay progression decisions, and that measures which disadvantage teachers on grounds of absence due to pregnancy/maternity or disability are potentially discriminatory. Where a teacher is away from school because of maternity leave, it is unlawful for the school to deny that teacher an appraisal and subsequent pay progression decision because of her maternity leave. When a teacher returns to work from maternity leave, the teacher will be awarded any pay increase that she would have received, following appraisal, had she not been on maternity leave.
- 1.9 Our schools will take a practical and flexible approach to conducting appraisals and making pay decisions for those absent on maternity leave, including where a teacher has been absent for part or all of the reporting year.
- 1.10 A copy of the federation school's teaching and teaching assistant staffing structure plans are shown in [Appendix A](#).
- 1.11 The DfE stopped publishing national pay points from 2015. From 2020 the DfE reintroduced advisory pay points for the main and upper pay ranges. From 2021 advisory pay points for the unqualified teacher pay range were also introduced.
- 1.12 In order to facilitate pay determination, to support a transparent and coherent pathway and to assist with recruitment and retentions, advisory pay points for the main and upper pay ranges have been set out in Annex 3 of the STPCD 2022. These were recommended by the School Teachers' Pay and Review Body (STRB) in their 2021 report and the DfE encourages schools to use them in their decision making. All decisions relating to pay progression must continue to be based on performance.
- 1.13 The pay uplifts for each of the pay ranges and all allowances will be backdated to 1st September 2022.
- 1.14 In relation to the 2022/23 national pay award, the governing body has taken the decision to:
- Retain the advisory pay points (formerly known as nominal reference points) for each of the teacher and leadership pay ranges;
 - To accept the September 2022 pay award, in-line with the recommendations in the STRB's 32nd Report.: a 5% increase on all pay and allowance ranges and advisory points, with higher increases to some parts of the Main Pay Range, as a step towards achieving a minimum starting salary of £30,000 by September 2023. All uplifts to be backdated to September 2022.
 - Continue with the payment mechanism for tutoring delivered by main pay range teachers and upper pay range teachers to address learning disruption as a result of the coronavirus pandemic;

- To accept a change in the number of days and hours that teachers must be available to work as a result of the additional Bank Holiday on Monday, 19th September 2022 to account for the funeral of Her Majesty Queen Elizabeth II. The change only applies to the school year beginning September 2022. It means that teachers must be available for teaching and other duties for 189 days, with 5 days reserved for INSET. Full-time hours are therefore 1,258.5 instead of the usual 1,265.

1.15 Teachers may receive a further increase in their pay based on the outcome of their performance management review for 2021/22. These decisions will be made before 31 October and any pay award will be back dated to 1 September 2022.

1.16 Teachers will not be during the appraisal process or in respect of any subsequent pay progression decisions as a result of partial school closures, where this has impacted on the ability of the teacher to meet fully their objectives.

In this context, please note the following ESCC HR advice:

- Pay progression should not be considered to be automatic for teachers eligible for progression from 1st September 2022.
- Schools should follow the process for performance management and appraisal in the usual way in accordance with the school's policy, and consider adaption, where appropriate, as set out in the DfE guidance above.
- Teachers may have taken on additional responsibilities e.g., to ensure effective remote learning opportunities are in place for pupils, when required, and these can also be considered when determining pay for 2022/23 if circumstances meant that the original performance management targets could not be fully met.

Schools should follow the guidance set out in their Pay Policy in relation to pay progression, including applications to move from the main pay range to the upper pay range.

2. Governor Responsibility for Pay

2.1 Pay decisions within this Multi Academy Trust are made through arrangements agreed by the Board of Directors. Pay decisions are made by the Executive Headteacher / CEO / CEO (as a governor) on behalf of the Governing Body. This is a delegated power and allows the Executive Headteacher / CEO / CEO to determine individual teachers' and (teaching assistant) pay (except his/her own) in line with the policy and the STPCD. The Executive Headteacher / CEO / CEO will advise and make recommendations to the Governing body designated committee as appropriate. Pay recommendations regarding the Executive Headteacher / CEO / CEO are made by the Headteacher / CEO performance management committee, who review the Executive Headteacher / CEO / CEO's performance and who advise the Chair of Governors of their recommendations.

2.2 The party or parties responsible for pay decisions will be referred to as the relevant body throughout the policy.

- 2.3 Please refer to [Appendix C](#) for details of Terms of Reference for Executive Headteacher / CEO / CEO performance management committee.
- 2.4 Please also refer to Supplementary Guidance on teachers' pay, published on the ESCC Webshop.

3. Teacher Pay Reviews

- 3.1 The Board of Directors will ensure that Executive Headteacher / CEO each teacher's salary is reviewed annually through the PM review, with effect from 1 September and no later than 31 October each year, and that all teachers are given a written statement setting out their salary and any other financial benefits to which they are entitled. Where a teacher takes up their position in a school at times other than September, provided a teacher has completed a year of employment, the pay of a teacher can be reviewed.
- 3.2 Any pay decision will be backdated to 1 September of the relevant year, except where a teacher takes up a new post, or is subject to any other change of salary in accordance with the STPCD in which case this may occur on a date other than that for the annual salary determination.
- 3.3 Where a pay determination leads or may lead to the start of a period of safeguarding, governors will ensure the Executive Headteacher / CEO gives the required notification as soon as possible and no later than one month after the date of the determination.

4. Basic Pay Determination on Appointment

- 4.1 The Executive Headteacher / CEO / CEO will determine the teacher pay range/s for a vacancy prior to advertising it giving regard to:
- the particular requirements of the post
 - any specialist knowledge, skills or experience required to undertake the specific duties of the role
 - market conditions
 - the wider school context
- 4.2 As part of the selection process The Executive Headteacher / CEO will determine the starting salary within that range/s to be offered to the successful candidate, giving regard to the relevant skills and experience of the candidate.

5. Pay Portability

- 5.1 Consideration will be given to the principle of pay portability in making pay determinations for all new appointees to the school. Evidence from previous schools will be required to support such considerations E.G. that the teacher would have received a recommendation for pay progression at the end of the appraisal cycle had the teacher not changed schools as part of the pre-employment checking process that is sought prior to confirming the offer of employment and starting salary. The Executive Headteacher / CEO can request that the current or predecessor school confirms in writing that the teacher would

have received a recommendation for pay progression and the end of the appraisal cycle had the teacher not changed schools, prior to confirming the offer of employment and starting salary.

- 5.2 The principles of equality of opportunity will apply in all pay determination for new entrants to the school and may ensure that salary determinations are reviewed to ensure that decisions in respect of starting salary/pay portability are not discriminatory.

6. Performance based pay progression

- 6.1 All teachers will receive regular, constructive feedback on their performance and are subject to annual appraisal that recognises their strengths, informs plans for their role in the future development of the school, and helps to enhance their professional practice.
- 6.2 The arrangements for teacher appraisal are set out in the school's appraisal policy.
- 6.3 Governors delegate to the Executive Headteacher / CEO the annual consideration of whether or not to increase the salary of teachers who have completed a year of employment since the previous annual pay determination and, if so, to do so within the relevant pay range and in accordance with para 3.1 of section 2 of the STPCD.
- 6.4 A recommendation on pay will be made in writing as part of the teacher's appraisal report, and the relevant body will have regard to this in making their decision regarding pay progression. Pay decisions will be clearly attributable to the performance of the teacher in question.
- 6.5 In the case of Early Career Teachers (ECTs), pay decisions will be made by means of the statutory induction process. Under normal circumstances, where an ECT has met the standards of the statutory period of induction, pay progression should be awarded.
- 6.6 With effect from 1st September 2021, teachers new to the profession will be known as Early Career Teachers (ECTs). We will ensure that ECTs are not negatively affected by the extension of the induction period from one to two years. This means that although not automatic, pay progression to ECTs may be awarded at the end of the first year of induction. Teachers employed by schools prior to September 2021 who have not completed their statutory induction process, will be required to conclude their induction in one year, or pro rata in accordance with their hours of work.
- 6.6 Continued good performance, as defined by the school's pay policy means that there is an expectation that all teachers will progress to the top of their respective pay range.
- 6.7 During the appraisal cycle, teachers may receive regular feedback on their performance at review meetings during the academic year, as well as during the appraisal meeting at the beginning / end of the appraisal cycle.

- 6.8 A 'no progression' determination will only be made in the event that concerns have been put in writing to the teacher. Should a decision be made not to award progression, a period of support may be implemented. The process followed will take account of the DfE's 'Implementing Your School's Approach to Pay October 2022'. The recommendation for "no progression" should not come as a surprise to a teacher at the appraisal meeting. The potential consequence to underperformance will be discussed with the teacher at the earliest opportunity, e.g. during a mid-year review meeting or following a lesson observation feedback. Advice will be provided to assist them in making necessary improvements within an appropriate timeframe. The potential consequences of the underperformance of a teacher should be highlighted to the teacher by their line manager throughout regular supervision process within the full appraisal cycle of the relevant academic year. A 'no progression' determination can be made without recourse to the capability procedure. Should a decision be made not to award progression, a professional dialogue, support and training may be provided within the appraisal process to help the teacher to meet the level of performance necessary to obtain pay progression in the future. A formal capability process will follow if performance does not improve.
- 6.8.1 A 'no progression' determination can be made without recourse to the capability procedure. Should a decision be made not to award progression, a professional dialogue, support and training will then be provided within the appraisal process to help the teacher to meet the level of performance necessary to obtain pay progression in the future. Or, if appropriate, a period of structured support could be implemented in line with the school's appraisal policy.
- 6.9
- 6.9 To be fair and transparent, assessments of performance will be based on evidence. The evidence we will use will include appraisal reviews (successful meeting of objectives), quality of teaching judgements made during lesson observations, self assessment (including against Teacher Standards), tracking pupil progress (of groups and individuals for whom the teacher works with regularly) using school systems and lesson observations. This policy takes account of the DfEs 'Making Data Work' a report from the Teacher Workload Advisory Group (November 2018).
- 6.10 In this federation of schools, we will ensure fairness; The Headteacher will moderate assessment outcomes and objectives set. All appraisers will pass assessment information to the Headteacher so that target setting, self-review and appraiser assessment can be moderated. It is expected that those higher up the MPS or on the UPR will have progressively more challenging objectives and expectations.
- 6.11 In this federation of schools, some guidance is provided to reviewers to support the setting and evaluation of objectives. They are attached in [Appendix D](#).
- 6.12 Final decisions about whether or not to accept a pay recommendation will be made by the relevant body, having regard to the appraisal report and taking into account advice from the Headteacher and senior leadership team.

- 6.13 The Governing Body will ensure that the Executive Headteacher / CEO considers the federation approach in the light of each school's budget and that he/she will ensure that appropriate funding is allocated for pay progression at all levels.
- 6.14 Appendix E to this policy contains detailed information regarding the appeal process for pay determination.

Main Scale Teachers

7. The Main Pay Range from 1 September 2022

- 7.1 A teacher on the main pay range will be paid such salary on the Reference Points set within the minimum and maximum of the main pay range below as the relevant body determines:

Main Pay Range for Teachers 2022	
<i>Minimum Reference Point 1</i>	£28000
<i>Reference Point 2</i>	£29800
<i>Reference Point 3</i>	£31750
<i>Reference Point 4</i>	£33850
<i>Reference Point 5</i>	£35990
<i>Reference Point 6</i>	£38810

- 7.2 There will be increasing expectation as a teacher progresses up the main pay range and appraisal objectives will become more challenging to reflect such progression.

As a teacher progresses, performance evidence should show;

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

The expected level of performance will be discussed at the beginning of the appraisal process

- 7.3. In order to progress by the standard one reference point annually, teachers will need to have met their objectives and shown that they are fully competent in all elements of Teachers' Standards. Teaching and pupil learning should consistently be at least 'Good'..

7.4 There is however no obligation to increase an individual’s pay unless it is warranted by performance. For instance, a teacher may be performing satisfactorily, meeting most of their objectives (but not all) and with much of their teaching (but not all) assessed as good. In such circumstances this school may consider that such a level of performance will result in a “no pay progression” determination following the conclusion of the appraisal cycle. This determination should not come as a surprise to a teacher as this school ensures that regular constructive feedback is provided to all teachers on their performance throughout the year.

7.5 Please refer to [Appendix E](#) for details of Teacher Pay Hearings and Appeals.

8 Excelled Performance

8.1 If the evidence collated shows that a teacher has excelled in all areas of their performance over the duration of the academic year being assessed, the relevant body will consider awarding enhanced pay progression in addition to the annual Reference Point (usually 1 additional point). In such cases, teaching and learning should consistently be ‘Outstanding’ and all other criteria fully met. Any subsequent progression will then be based from that point the following year, providing there are available or sufficient points left on the scale.

8.2 In exceptional cases, additional pay awards up to the maximum of the main pay range may be awarded.

8.3 There is however no obligation to increase an individual’s pay unless it is warranted by performance. For instance a teacher may be performing satisfactorily, meeting most of their objectives (but not all) and with much of their teaching (but not all) assessed as good. In such circumstances this school may consider that such a level of performance will result in a “no pay progression” determination following the conclusion of the appraisal cycle. This determination should not come as a surprise to a teacher as regular feedback is provided to all teachers on their performance throughout the year.

Upper Pay Range Teachers

9. The Upper Pay Range

9.1 A teacher on the upper pay range will be paid such salary on the Reference Points set within the minimum and maximum of the main pay range below as the relevant body determines:

Upper Pay Range for Teachers 2022	
Minimum Reference Point 1	£40625
Reference Point 2	£42131

Maximum Reference Point 3	£43685
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- 9.2 There will be increasing expectation as a teacher progresses up the upper pay range and appraisal objectives will become more challenging to reflect such progression.
- 9.3 In order to progress by one reference point on a two year cycle, teachers will need to have met their objectives, maintained criteria set out in paragraph 15.2 of the STPCD 2022, shown that they are highly competent in all elements of the relevant standards and that their achievements and contribution to the school are substantial and sustained over time.
- 9.4 Please refer to Appendix E for details of Teacher Pay Hearings and Appeals

10 Excellent Performance

- 10.1 If the evidence collated shows that a teacher has excelled in their performance over the duration of the academic year being assessed, the relevant body will consider awarding enhanced pay progression of an additional reference point. In such cases teaching and learning should consistently be 'Outstanding' as defined by Ofsted.
- 10.2 In exceptional cases, additional points up to the maximum of the upper pay range can be awarded.

11 Accessing the Upper Pay Range

- 11.1 Any qualified teacher may apply to be paid on the upper pay range once per year. Applications should include the results of the teacher's previous two consecutive appraisals under the Appraisal Regulations 2012, including any recommendation on pay.
- 11.2 The assessment process will be evidence based to ensure it is transparent and robust. **Teachers should ensure they build an evidence base to support their application.**
- 11.3 Teachers may submit one application annually. The closing date for applications is **30th November**, however, exceptions will be made in particular circumstances, for example, those teachers on maternity or sick leave. The Directors will ensure that teachers who may have had breaks in service are treated equitably.
- 11.4 If a teacher is simultaneously employed at another school(s), they may submit separate applications if they wish to apply to be paid on the upper pay range in that school(s). This school will not be bound by any pay decision made by another school.
- 11.5 Please refer to [Appendix G](#) - 'Draft application for Upper Pay Range'

12 The process for applications is:

- Complete the school's UPR application form
- Submit the form and supporting letter, detailing the available evidence to the Headteacher by **30th November**
- The assessor, unless you receive notification of a change within **10** school working days, will be the Headteacher
- The assessor will assess the application and this will include a recommendation to the relevant body.
- Where the Headteacher is not the assessor, the application, evidence and recommendation will be passed to the Executive Headteacher / CEO for moderation purposes.
- The relevant body will make the final decision, advised by the Headteacher
- Teachers will receive written notification of the outcome of their application by the last day of term 2, wherever possible.
- Where the application is unsuccessful, the written notification will include the areas where it was felt that the teacher's performance did not satisfy the relevant criteria set out within this policy. (See assessment below)
- If requested, verbal feedback will be provided by the assessor. Verbal feedback will be given within **10** school working days of the date of outcome notification. Feedback will include advice and support on areas for improvement in order to meet the relevant criteria.
- Successful applicants will move to the minimum Reference Point on the upper pay range on 1st September of the academic year in which the application was made (backdated).

13. The Assessment

13.1 An application from a qualified teacher will be successful where the relevant body is satisfied that:

- the teacher is highly competent in all elements of the relevant standards; and
(b) the teacher's achievements and contribution to the school are substantial and sustained, and all elements of the school's Application for Upper Pay Range are successfully met as evidenced in supporting information provided by the teacher. (c) the teachers substantial and sustained achievements and contributions clearly and effectively support school development priorities.

13.2 For the purposes of this pay policy:

- 'highly competent' means: *'Performance which is not only good enough to provide coaching and mentoring to other teachers, give advice to them and demonstrate to them effective teaching practice and how to make a wider contribution to the work of the school, in order to help them meet the relevant standards and develop their teaching practice'* (DfE)
- 'substantial' means: *'Of real importance, validity or value to the school; play a critical role in the life of the school; provide a role model for teaching and learning; make a distinctive contribution to the raising of pupil standards; take advantage of appropriate opportunities for professional development and use the outcomes effectively to improve pupils'* (DfE)

- ‘sustained’ means: *‘The teacher must have had two successful appraisal reports in this school and have made consistently good progress towards their objectives during this period (see exceptions above). They will have been expected to have shown that their teaching expertise has grown over the relevant period and is consistently good to outstanding. (NAHT)*

13.3 Any appeal against a decision not to move the teacher to the upper pay range will be heard under the school’s general appeals arrangements.

13.4 Please refer to Appendix E – Teacher Pay Hearings and Appeal.

Unqualified Teachers

14. Unqualified Teachers (UQT’s)

14.1 An unqualified teacher will be paid such salary on the Reference Points set within the minimum and maximum of the unqualified pay range below as the relevant body determines:

Pay Range for Unqualified Teachers 2022	
Minimum Reference Point 1	£19340
Reference Point 2	£21559
Reference Point 3	£23777
Reference Point 4	£25733
Reference Point 5	£27954
Maximum Reference Point6	£30172

14.2 There will be increasing expectation as a teacher progresses up the unqualified pay range and appraisal objectives will become more challenging to reflect such progression.

14.3 In order to progress by one reference point annually, unqualified teachers will need to have met their objectives. Teaching and learning should be consistently good as defined by Ofsted.

14.4 In accordance with paragraph 22.1 of the STPCD 2022, the relevant body will consider paying an additional allowance to an unqualified teacher if the teacher has either:

- 14.4.1 a sustained additional responsibility which is focused on teaching and learning, and requires the exercise of a teacher's professional skills and judgement; or
- 14.4.2 relevant qualifications or experience which bring added value to the role they are undertaking.

15. An Unqualified Teacher who becomes Qualified

- 15.1 On obtaining Qualified Teacher Status (QTS), an unqualified teacher (employed as an UQT) must be transferred to a salary within the main pay range. Where the teacher continues to be employed by the same school within which they were employed before they obtained QTS, the teacher will be paid a salary which is the same as or higher than their salary as an unqualified teacher.

16. Qualified Teacher Learning & Skills Status (QTLS)

- 16.1 Since 1 April 2012, further education teachers who have been awarded QTLS by the Society for Education and Training (SET) formerly the Institute for Learning (IfL) and are members of SET are recognised as qualified teachers in schools to teach any age range that the schools deem appropriate based on their qualifications and experience. This will allow them to be appointed to permanent posts in maintained schools and they will be paid on the qualified teachers' pay range (main or upper).
- 16.2 They will continue to be recognised as qualified school teachers providing they remain a member of SET and although QTLS teachers do not have to be assessed against the teacher standards, in this federation of schools, such assessment is standard for all teaching staff.
- 16.3 They will continue to be recognised as qualified school teachers providing they remain a member of SET. Members of SET who have QTLS status will appear on the QTLS register. Those whose membership lapses for any reason will be removed from the QTLS register and will not be entitled to hold a position working in a school as a qualified teacher. Membership must be renewed annually by the teacher. The membership year operates from 31 March to 1st April. Further information is available from the [SET website](#).

17. Part-Time Teachers

- 17.1 Teachers employed on an ongoing basis at the school but who work less than a full working week are deemed to be part-time. The relevant body will give them a written statement detailing their working time obligations and the standard mechanism used to determine their pay, subject to the provisions of the statutory pay and working time arrangements and by comparison with the school's timetabled teaching week for a full-time teacher in an equivalent post.
- 17.2 The salary and any allowances, except for TLR3s, of a part-time teacher must be determined in accordance with the pro rata principle.

18. Short Notice / Supply Teachers

- 18.1 Teachers employed on a day-to-day or other short notice basis are paid on a daily basis calculated on the assumption that a full working year consists of 195 days; periods of employment for less than a day being calculated pro-rata (for one year only this is different: 194 days in 2021/22 due to the additional bank holiday for the Queen's Diamond Jubilee).
- 18.2 Further information on the working hours of short notice and supply teachers is contained in the policy Teachers' Working Time/1265 Hours.
- 18.3 The Board is aware of the requirements of the need to be compliant with the Agency Worker Regulations

Allowances and other payments for classroom teachers

19. Teaching and Learning Responsibility (TLR) payments

- 19.1 A TLR1 or TLR2 may be awarded to a classroom teacher on a permanent basis for undertaking a sustained additional responsibility for the purpose of ensuring the continued delivery of high-quality teaching and learning for which the teacher is 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. Unqualified teachers may not be awarded TLRs. If a part time teacher is awarded a TLR 1 or TLR2, the relevant body will ensure that the duties associated with the role are pro-rata to a full-time equivalent teacher.
- 19.2 Having decided to award a TLR, the governing body must be satisfied that the teacher's duties include a significant responsibility that is not required of all classroom teachers, and:
- 19.3 For TLR 1, 2 & 3:
- a. is focused on teaching and learning;
 - b. requires the exercise of a teacher's professional skills and judgement;
 - c. has an impact on the educational progress of pupils other than the teacher's assigned classes or groups of pupils;
- For TLR 1 & 2:
- d. involves leading, developing and enhancing the teaching practice of other staff; and
 - e. requires the teacher to lead, manage and develop a subject or curriculum area; or to lead and manage pupil development across the curriculum; For TLR 1 only:
 - f. involves line management responsibility for a significant number of people
- 19.4 Although a teacher cannot hold a TLR1 and TLR2 concurrently, a teacher in receipt of either a TLR1 or TLR2 may also hold a concurrent TLR3.

- 19.5 The responsibility or package of responsibilities for which a TLR is awarded should be clearly set out in the job description of the post holder.
- 19.6 A TLR3 may be awarded on a fixed-term basis to a classroom teacher for clearly time-limited school improvement projects, or one-off externally driven responsibilities. The duration of the fixed term will be established at the outset and payment should be made on a monthly basis for the duration of the fixed term. Where a TLR3 is awarded to a part-time teacher it will be paid on a pro-rata basis. When the TLR3 ceases there will be no entitlement to safeguarding. A TLR3 may be considered if teachers are undertaking planning, preparation, coordination of, and /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.
- 19.7 The responsibility or package of responsibilities for which a TLR is awarded should be clearly set out in the job description of the post holder.
- 19.7.1 The values of TLR 1s to be awarded are set out below:
- N/A (TLR 1 does not currently appear in the staffing structure at either school).
- 19.7.2 The values of TLR 2s to be awarded are set out below:
- 2a - £3,017 to the holder of Learning Leader
2b - £5,047 to the holder of Senior Learning Leader
2c - £7,368 to the holder of Principal Learning Leader (where the post is available within the staffing structure).
- 19.7.3 The values of TLR3s to be awarded on a fixed term basis are set out below:
(The annual value of a TLR3 will be no less than £600 and no greater than £2,975)
- 3a - £2,975 to the holder of Temporary Learning Leader
- 19.7.4 Although a teacher cannot hold a TLR1 and TLR2 concurrently, a teacher in receipt of either a TLR1 or TLR2 may also hold a concurrent TLR3.

20. Special Educational Needs (SEN) payments

- 20.1 The relevant body will award a SEN allowance to a classroom teacher who meets the following criteria:
- holds any SEN post that requires a mandatory SEN qualification (this does not include the SENCO qualification)
 - **Teaches in a special school;**
 - teaches pupils in a designated special class(es) or units in a school
 - teaches 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; and
- 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.

20.2 The value of a SEN allowance is a spot rate between £2,384 - £4,703

20.3 The arrangements for rewarding classroom teachers with SEN responsibilities are as follows:

- SEN 1 (2,384) is paid to federation teachers as both schools are special schools

20.4 SEN allowances may be held at the same time as TLR's.

21. One-to-one tuition payments

21.1 Payment for 1-2-1 tuition will be at the national rate of £30.45 per hour.

22. Out of School Hours Learning Activities (OOSHLA) payments

22.1 The relevant body will determine whether teachers who agree to provide additional learning activities outside of the normal school hours and whose salary range does not take account of such activity will be entitled to a payment: Teachers who agree to provide learning activities outside of the normal school hours and whose salary range does not take account of such activity will be entitled to a payment of an hourly rate equivalent to their current point on the applicable teachers pay scale, plus SEN.

23. Acting Up

23.1 Where a teacher is assigned and carries out duties of a Headteacher, Deputy or Assistant Headteacher but has not been appointed as an Acting Headteacher, Deputy or Assistant, the relevant body must, within the period of four weeks beginning on the day on which such duties are first assigned and carried out, determine whether or not an allowance must be paid in accordance with the provisions set out within the relevant section of the STPCD.

23.2 The relevant body may increase the remuneration of other teachers who as a result of the Headteacher's additional role are taking on additional responsibilities and activities for a temporary period.

23.3 Any adjustment to pay is temporary and safeguarding provisions will not apply.

24. Recruitment and Retention Incentives and Benefits

- 24.1 Recruitment and retention incentives and benefits may only be made for recruitment and retention purposes, not for carrying out specific responsibilities or to supplement pay for other reasons, and should be in line with the school pay policy.
- 24.2 The relevant body will consider the payment recruitment awards to a teacher of one additional point on the main pay scale or £2000 for those on point M11 or above for normally 1, but exceptionally, up to 2 years, prior to review. Payment of recruitment incentives will only be made for recruitment purposes, not for carrying out specific responsibilities or to supplement pay for other reasons. The relevant body has discretion as to whether the above allowances will be paid wholly or in part as a lump sum, subject to satisfactory service. The lump sum may be either paid up front or after a stipulated period of time, for example after three years' satisfactory service in the post.
- 24.3 The award will be reviewed annually at which time it may be discontinued with no entitlement to safeguarding.
- 24.4 The relevant body will consider the payment of retention awards to a teacher of one additional point on the main pay scale or £2000 for those on point M6 or above for up to 3 years, prior to review. Payment of retention incentives will only be made for retention purposes, not for carrying out specific responsibilities or to supplement pay for other reasons.
- 24.5 The relevant body has discretion as to whether the above allowances will be paid wholly or in part as a lump sum, subject to satisfactory service. The lump sum may be either paid up front or after a stipulated period of time, for example after three years' satisfactory service in the post.
- 24.6 The award will be reviewed usually annually, but exceptionally up to 2 years prior to review, at which time it may be discontinued.

25. Teachers Paid a Safeguarding Sum

- 25.1 Safeguarding arrangements apply according to the provisions of the STPCD.

26. Where the Executive Headteacher / CEO has recommended that governors reduce a teacher's pay, that reduction will take effect no earlier than the date the decision was made to reduce it.

27. Honorarium Payments

- 27.1 The STPCD does not provide for the payment of bonuses or so-called 'honoraria' in any circumstances.

Leadership Pay

28. Pay for the Leadership Group

- 28.1 The leadership pay framework changed from September 2014 – the existing leadership pay spine was replaced with a minimum and maximum pay range.
- 28.2 The new provisions only automatically apply to new appointments made on or after 1 September 2014. From September 2015 there is no need to re-assess the pay or allowances of existing school leaders unless or until there are significant changes to responsibilities. It will be for the Executive Headteacher / CEO, or in the case of Heads of School or the Executive Headteacher / CEO, the Board of Directors to determine the context in which any change should be regarded as 'significant' in accordance with the school's particular circumstances.
- 28.3 The relevant body will ensure the process of determining the pay of the leadership group is fair and transparent. All decisions on leadership pay will be clearly recorded for audit purposes.
- 28.4 When determining the leadership pay range, the relevant body must take into account all of the permanent responsibilities of the role, any challenges that are specific to the role and all other relevant considerations (such as recruitment difficulties).
- 28.5 The relevant body must ensure that there is appropriate scope within the range to allow for performance related progression over time.
- 28.6 Following the publication of the STPCD 2015, for Headteachers who were already paid at the maximum of their relevant Headteacher pay group range, or who moved to the top of a pay range following a pay determination, calculated in accordance with Section 2, paragraph 6, governing bodies were unable to apply any annual pay award uplift.

28.7 From 1st September 2022 all points on the leadership pay range have been increased by 5 % in accordance with the national uplift.

- 28.8 The pay range for the Headteacher should not normally exceed the maximum of the Headteacher group. However, the governing body may determine that there are specific circumstances to warrant a higher salary and may award an additional payment up to 25% above the maximum for the Headteacher range. It should be wholly exceptional for the maximum of the pay range to be more than an additional 25 % higher than the maximum of the Headteacher pay group. If it is considered that there are exceptional circumstances that warrant an extension beyond that limit, the governing body should seek external independent advice from an appropriate person or body who can consider whether it is justifiable to exceed the limit in a particular case. There should be a clear audit trail of advice obtained and a full and accurate record of all decisions made and the reasoning behind them.
- 28.9 The maximum of any deputy or assistant Headteacher pay range must not exceed the maximum of the Headteacher group for the school.

28.10 The pay range for any deputy or assistant Headteacher should only overlap the Headteacher's pay in exceptional circumstances.

29. Pay progression for the leadership group

29.1 The relevant body must consider annually whether or not to increase the salary of members of the leadership group who have completed a year of employment since the previous pay determination.

29.2 The relevant body will determine the new salary within the relevant pay range if performance related pay progression is to be awarded.

29.3 Decisions will be properly rooted in evidence and will be clearly linked to the performance of the individual. The relevant body will have regard to the most recent appraisal and a recommendation on pay must be contained within the appraisal document.

29.4 Sustained high quality performance should give the individual an expectation of progression up their pay range (see below).

30. Executive Head teachers

30.1 Governors will consider whether to make an award, and if so, whether this will be one or more pay progression points.

30.2 Judgements will be properly rooted in evidence and made having regard to the most recent appraisals or reviews.

30.3 The circumstances in which more than one point may be awarded are as follows:

- *There is robust evidence of exceptional performance in relation to areas of accountability, or that substantial, exceptional additional accountability has been undertaken successfully; Appraisal targets have been met and a significant number have been exceeded.*

31. Deputy and Assistant Head teachers

31.1 The relevant body will determine the pay range for Headteacher and Assistant Head teachers when they propose to make a new appointment and/or when there is a significant change in the responsibilities of a serving Deputy or Assistant Head teacher.

31.2 The pay range for Heads of School for schools within the Academy Trust will be determined on a range between points 19 and 28. This wide range is adopted by the Academy Trust in order to recruit, retain and continue to reward excellence in performance over a longer period of time and including development of this role over time in post. Also, to remain competitive against our local neighbouring schools and academies.

31.3 The circumstances in which more than one point may be awarded are as follows:

- There is robust evidence of exceptional performance in relation to areas of accountability, or that substantial, exceptional additional accountability has been undertaken successfully; Appraisal targets have been met and a significant number have been exceeded.

32. Discretionary allowances and payments for Headteachers

- 32.1 The governing body may determine that additional payments, up to a maximum of 25% of the annual salary should be awarded if the Headteacher takes on additional responsibilities e.g. taking on an Executive Headteacher / CEO or additional equivalent role.
- 32.2 Please also refer to the relevant section of the Supplementary guidance on teachers' pay and the model pay policy for schools for further information.

33. Headteacher appointed as a temporary Headteacher of one or more additional school(s).

The Executive Headteacher / CEO pay Committee will consider the overall context and will recommend any additional salary for temporary leadership requirements in line with what is required to meet the individual circumstances of the school at the time of need

- 33.1 Set out below is a preferred framework which will form the basis of pay considerations when a Headteacher undertakes a temporary Executive Headteacher / CEO role.
- 33.2 The governing body may liaise with the Local Authority / Academy Trust and the governing body of the school(s) to which the Headteacher is to be appointed to agree an appropriate salary. The terms of the partnership arrangement will be set out in writing.
- 33.3 The combined pupil numbers may be used as the starting point for identifying the relevant school group pay range.
- 33.4 In addition, the governing body will also consider the specific context and challenges of the school(s) to which the Headteacher is to be appointed. This may include:
- Particular social or economic issues
 - Number of pupil premium pupils
 - Recruitment or retention difficulties
 - Ofsted category
 - Capacity within the existing leadership team
 - Known staffing concerns

Activities relating to Initial Teacher Training as part of the Ordinary Conduct of the School

34 Participation in out-of-school hours learning activity agreed between Headteacher/governing body.

- 34.1 Governors awarding an Out of School Hours Learning Activity payment to a Headteacher will not have previously taken the reason for such an award into account when determining the Headteacher's pay/ISR under an earlier Document.

35 Provision of services to other schools (PSOS)

(This does not apply to provision of services to a school where the Headteacher has been appointed on a temporary or permanent basis).

- 35.1 Any PSOS services provided by the Executive Headteacher / CEO will be formally authorised by governors and where the work extends over more than a 12 month period, the arrangements will be formally reviewed annually. Arrangements for ending such work will also be agreed by governors.
- 35.2 Any expenses incurred by the Executive Headteacher / CEO as a result of taking on additional work will be reimbursed. Please also refer to sections 25 and 26 of the Supplementary guidance on teachers' pay and the model pay policy for schools for further information.

36 Extended Services

- 36.1 Any income derived from external sources for the work of a school's staff (including the headteacher) accrues to the school in the first instance. The governing body has the discretion to take this into account when setting the headteacher's salary. Any salary uplift should be proportionate to the level of responsibility and accountability being undertaken.
- 36.2 An increase in remuneration should only be agreed where the post accrues extra responsibilities as a result of the headteacher's enlarged role; it is not automatic.

37 Payments to Headteachers or senior leaders for Ofsted Inspector Work

- 37.1 The governing body must agree in advance if the headteacher is to undertake external work as an Ofsted Inspector. The payment for the headteacher's services must be made directly to the school.
- 37.2 If governors consider that the Ofsted inspection work undertaken by their headteacher brings benefits to the school, they may make a payment to the head teacher under the heading of Provision of Services to Other Schools (PSOS). This will be discussed and agreed prior to any work being undertaken.

38 Discretionary Payments within 25% of the Executive Head teacher's Current Pay Point

- 38.1 There is scope, in specific circumstances for headteachers to receive up to 25% of their salary as remuneration for temporary additional duties and responsibilities – see section 29 above.

39 Monitoring the Impact of the Policy (Equality impact)

- 39.1 The Governing Body will monitor the outcomes and impact of this policy on a regular basis including trends in progression across specific groups of teachers to assess its effect and the school's continued compliance with equalities legislation.
- 39.2 For example, by monitoring trends, the governing body may find over time that teachers who work part-time do not progress up the relevant pay scale as quickly as full-time staff.
- 39.3 The Governing board may be requested to comply with the public sector equality duty under the Equality Act 2010. This is in respect of the requirement to publish anonymised records on the distribution of the teaching workforce at difference levels, and whether they are full or part time.

Equalities and schools

40 Equalities considerations as part of the appraisal and pay determination

- 40.1 The Governing board will refer to the DfE publication "Equalities considerations as part of the appraisal and pay determination process" June 2014. This provides departmental advice for local authorities, maintained schools, academies and free schools:

https://www.teachers.org.uk/files/200623_Equality_Guidance_Final.pdf

The Governing board will also refer to DfE guidance - Implementing your school's approach to pay – pages 38 – 43.

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

Appendix B Framework for Support Staff Pay Policy

1. General

- 1.1. The Executive Headteacher / CEO and governing body recognises and values the contribution made to the school by support staff.
- 1.2. While it is a statutory requirement for schools to have an adopted pay policy in place, this statutory requirement does not extend to support staff. Although the framework outlined below for a support staff pay policy is entirely optional, schools are encouraged to develop a process for rewarding their support staff, ensuring the principles of fairness and equality are observed.
- 1.3. Salaries paid to support staff will comply with all national and local agreements on employees' pay and conditions of service which are derived from the National Joint Council for Local Government Services and underpinned by the NJC local government services' Job Evaluation Scheme. The County Council has local pay scales and is transferring staff groups to these scales in phases, therefore some posts still remain on the former national (NJC) pay scales.

Guidance for schools on performance management for support staff can be found on ESCC website and webshop.

2. Grading of Support Staff Posts

- 2.1. The Executive Headteacher / CEO will advise governors on new posts and changes to job descriptions of school support staff and these are graded by Personnel and Training using the agreed job evaluation scheme. This is operated in partnership with the trade unions in line with the Single Status local collective agreements. These job descriptions include those for Teaching Assistants, Technicians and Site Management staff. Job descriptions and person specifications for new or unique posts will usually be sent to Personnel & Training for evaluation using the agreed job evaluation scheme

Please note that the County Council is working towards implementing single status on a phased basis. This involves transferring posts from the 'old' NJC scales to single status by evaluating jobs in groups that are identified as undertaking similar roles. Schools will be contacted as this work progresses.

3. Salary on Appointment

- 3.1. If a new employee was previously employed under the conditions of service of the NJC for Local Government Services immediately prior to appointment at the school, the starting pay should not be less than the previous salary, provided this is within the overall grade for the post. Otherwise, support staff will normally be placed on the first point of the grade for the post.
- 3.2. Previous experience or qualification (including continuous employment within East Sussex Schools and Academies) can be counted, and may result in the employee being placed on a higher point.

- 3.3. Support staff may be offered training and CPD opportunities at times extending beyond that of normal working hours. This will be kept to a minimum but where this is unavoidable, additional payment or time-off-in-lieu will not be made if the school have funded the training offered, unless with prior agreement of the Executive Headteacher / CEO.
- 3.4. Where support staff attend voluntary school fund-raising and other events such as parents' evenings, social events etc. this is undertaken on a voluntary basis and will not attract additional payment or time-off-in-lieu.

4. Incremental Progression

- 4.1. Subject to satisfactory performance, a member of support staff will move one point on their scale at 1st April each year. (NB: The first incremental date falls 6 months following appointment for staff appointed between 01 October and 31 March). Incremental progression will continue until the top of the scale is reached.

5. Withholding Incremental Progression

- 5.1. An increment for a member of support staff may be withheld where the employee is subject to formal competency procedures. The responsible body may still opt to award the incremental point once the employee's performance has returned to good.

6. Pay recognition policies

- 6.1. Managers can reward staff with additional pay for outstanding performance or contributions over and above their normal duties. To do this you can use one of the schemes below, depending on individual circumstances.

7. Temporary additional responsibility - acting up

- 7.1. Reward for staff who are asked to take on the duties and responsibilities of a higher graded post - in whole or part - temporarily, for a continuous period of at least four weeks.

8. Accelerated increments

- 8.1. There is also an option to reward staff by granting up to two additional increments within a salary scale. You cannot exceed the maximum of the salary scale and the employee's performance must meet one or more of the following performance criteria:
- Consistent performance for at least six months of high quality work over and above that normally expected of the post holder.
 - Consistent performance of work of the same quality over and above that normally expected of the post holder.
 - Performance of work to such a high standard that little supervision is required in circumstances where there is usually a strong supervisory element.

- A permanent, measurable increase in responsibility which is insufficient to warrant regrading.

Appendix C – Terms of Reference for Performance Management committee

This sub- committee of the governing body is authorised to recommend decisions regarding Executive Headteacher / CEO remuneration to the Chair of Directors. Such decisions are usually made following the annual appraisal review. The committee is made up of three members of the board of directors including the Chair. Their terms of reference are within the governor's handbook.

Appendix D – Performance Criteria

Outstanding Criteria

1. Grade descriptors – overall effectiveness: the quality of education provided in the school

- 1.1 Teaching is outstanding and, together with a rich and relevant curriculum, contributes to outstanding learning and achievement. Exceptionally, achievement may be good and rapidly improving.
- 1.2 Pupils, and particular groups of pupils, have excellent educational experiences at school and these ensure that they are very well equipped for the next stage of their education, training or employment.
- 1.3 There is excellent practice which ensures that all pupils have high levels of literacy appropriate to their age.
- 1.4 The school's practice consistently reflects the highest expectations of staff and the highest aspirations for pupils, including disabled pupils and those with special educational needs.
- 1.5 Best practice is spread effectively in a drive for continuous improvement.
- 1.6 Other principal aspects of the school's work are good or outstanding.
- 1.7 The school's thoughtful and wide-ranging promotion of pupils' spiritual, moral, social and cultural development enables them to thrive in a supportive, highly cohesive learning community.

2. Grade descriptors – Achievement of pupils at the school

- 2.1. Taking account of their different starting points, the proportions of pupils making and exceeding expected progress are high compared with national figures.
- 2.2. Pupils make rapid and sustained progress throughout year groups across many subjects, including English and mathematics, and learn exceptionally well.
- 2.3. Pupils read widely and often across all subjects.
- 2.4. Pupils develop and apply a wide range of skills to great effect, in reading, writing, communication and mathematics. They are exceptionally well prepared for the next stage in their education, training or employment.
- 2.5. Pupils, including those in the sixth form and those in the Early Years Foundation Stage, acquire knowledge quickly and develop their understanding rapidly in a wide range of different subjects across the curriculum.
- 2.6. The learning, quality of work and progress of groups of pupils, particularly those who are disabled, those who have special educational needs and those for whom the pupil premium provides support, show that they achieve exceptionally well.
- 2.7. The standards of attainment of almost all groups of pupils are likely to be at least in line with national averages with many pupils attaining above this. In exceptional circumstances, an outstanding grade can be awarded where standards of attainment of any group of pupils are below those of all pupils nationally, but the gap is closing rapidly, as shown by trends in a range of attainment indicators. This may include attainment in reading.

3. Grade descriptors – Quality of teaching in the school

- 3.1 Much of the teaching in all key stages and most subjects is outstanding and never less than consistently good. As a result, almost all pupils currently on roll in the school, including disabled pupils, those who have special educational needs and those for whom the pupil premium provides support, are making rapid and sustained progress.
- 3.2 All teachers have consistently high expectations of all pupils. They plan and teach lessons that enable pupils to learn exceptionally well across the curriculum.
- 3.3 Teachers systematically and effectively check pupils' understanding throughout lessons, anticipating where they may need to intervene and doing so with notable impact on the quality of learning.
- 3.4 The teaching of reading, writing, communication and mathematics is highly effective and cohesively planned and implemented across the curriculum.
- 3.5 Teachers and other adults generate high levels of engagement and commitment to learning across the whole school.
- 3.6 Consistently high quality marking and constructive feedback from teachers ensure that pupils make rapid gains.
- 3.7 Teachers use well-judged and often inspirational teaching strategies, including setting appropriate homework that, together with sharply focused and timely support and intervention, match individual needs accurately. Consequently, pupils learn exceptionally well across the curriculum.

4. Grade descriptors – The behaviour and safety of pupils at the school

- 4.1. Pupils' attitudes to learning are exemplary.
- 4.2. Parents, staff and pupils are unreservedly positive about both behaviour and safety.
- 4.3 Pupils' behaviour outside lessons is almost always impeccable. Pupils' pride in the school is shown by their excellent conduct, manners and punctuality.
- 4.4 Pupils are fully aware of different forms of bullying, including cyber-bullying and prejudice based bullying, and actively try to prevent it from occurring. Bullying in all its forms is rare and dealt with highly effectively.
- 4.5 Skilled and highly consistent behaviour management by all staff makes a strong contribution to an exceptionally positive climate for learning. There are excellent improvements in behaviour over time for individuals or groups with particular behaviour needs. All groups of pupils feel safe at school and at alternative provision placements at all times.
- 4.6 They understand very clearly what constitutes unsafe situations and are highly aware of how to keep themselves and others safe, including in relation to e-safety.

5. Grade descriptors – Quality of leadership in, and management of, the school

- 5.1. The pursuit of excellence in all of the school's activities is demonstrated by an uncompromising and highly successful drive to strongly improve, or maintain, the highest levels of achievement and personal development for all pupils over a sustained period of time.
- 5.2. All leaders and managers, including those responsible for governance, are highly ambitious for the pupils and lead by example. They base their actions on a deep and accurate understanding of the school's performance, and of staff and pupils' skills and attributes.
- 5.3. Governors, or those with a similar responsibility, robustly hold senior leaders to account for all aspects of the school's performance.
- 5.4. There are excellent policies which ensure that pupils have high levels of literacy, or pupils are making excellent progress in literacy.
- 5.5. Leaders focus relentlessly on improving teaching and learning and provide focused professional development for all staff, especially those that are newly qualified and at an early stage of their careers. This is underpinned by highly robust performance management which encourages, challenges and supports teachers' improvement. As a result, teaching is outstanding, or at least consistently good and improving.
- 5.6. The school's curriculum provides highly positive experiences and rich opportunities for high quality learning. It has a very positive impact on all pupils' behaviour and safety, and contributes very well to pupils' academic achievement and their spiritual, moral, social and cultural development.
- 5.7. The school has highly successful strategies for engaging with parents to the benefit of pupils, including those who find working with the school difficult.
- 5.8. The school's arrangements for safeguarding pupils meet statutory requirements.
- 5.9. Staff model professional standards in all of their work and demonstrate high levels of respect and courtesy for pupils and others.
- 5.10. Through highly effective, rigorous planning and controls, governors ensure financial stability, including the effective and efficient management of financial resources such as the pupil premium funding. This leads to the excellent deployment of staff and resources to the benefit of all groups of pupils.

Appendix E – Teacher Pay Hearings and Appeals

Pay Decision and Appeal Process

1. At the Appraisal meeting held between 1 September and 31 October, the Appraiser makes a recommendation on pay and writes this on the Appraisal Statement, a copy of which is given to the teacher. It is the intention that the appeal process will be prompt, thorough and impartial
2. Stage 1 - informal
3. If the teacher disagrees with the Appraiser's written recommendation, they should discuss this with the Appraiser. If, following full exploration and discussion of the teacher's concerns, the outcome is that the Appraiser has not changed his/her recommendation this should be noted on the Appraisal Form.
4. The Appraisal Form will then be passed to the Headteacher for an assessment of the recommendation. The Headteacher will then either confirm the recommendation of the appraiser, or make a revised recommendation
5. The Headteacher will then pass the Appraisal Form to the Executive Headteacher / CEO for a decision on the pay recommendation.
6. Once the Executive Headteacher / CEO has made their decision, they will notify the teacher in writing. If the teacher disagrees with the decision they should notify the Executive Headteacher / CEO within 5 working days of receipt of the written decision.

Stage 1 - Hearing

7. The teacher should include sufficient detail of the basis of their appeal in a written statement. They should also identify any new evidence for consideration. A pay hearing will then be arranged.
8. The hearing will be chaired by the Executive Headteacher / CEO. The teacher has the right to be accompanied at the hearing by a trade union representative or work colleague. The Executive Headteacher / CEO may be supported by a colleague from the Local Authority personnel team. The Headteacher will be present to provide information on their assessment of the recommendation. They may call on the appraiser to provide supporting information. A written decision will be given to the teacher following the hearing within 10 working days.

Stage 2 – Appeal

9. If the teacher disagrees with the outcome of the hearing they should write to the Executive Headteacher / CEO within 10 working days of receipt of the written outcome of the hearing. A Stage 2 Appeal will then be arranged. A panel of governors not connected to the original pay decision will hear the appeal. The teacher has the right to be accompanied at the appeal hearing by a trade union representative or work colleague. The Executive Headteacher / CEO will be in attendance to present their decision. The Executive Headteacher / CEO may be supported by a colleague from the Local Authority personnel team. The Headteacher will also be present to provide information on their assessment of the recommendation. The decision will be put in writing within 10 working days to the teacher. The decision of the Appeal Panel is final and there is no further right of appeal.

We would expect all decisions, discussions and hearings to take place within a reasonable period of time taking into account the availability of all parties and school term dates.

Appendix F – Application for Upper Pay Range

APPLICATION TO BE PAID ON THE UPPER PAY RANGE

School

Your name..... Date of application.....

Applications must be submitted to the Headteacher by 30th November.

An application to be paid on the upper pay range will be successful where the relevant body is satisfied that:

1. you are highly competent in all elements of the relevant standards
2. your achievements and contribution to the school are substantial and sustained
3. you meet the following criteria, as included in the school's pay policy.

E.G. that your achievements and contribution substantially support our school development priorities over a sustained period and your supporting information provides sufficient evidence to demonstrate this.

If you wish to be considered to be paid on the upper pay range you will need to demonstrate to the relevant body (Executive Headteacher / CEO) how you meet the criteria at 1, 2 and 3.

Progression to the UPR requires evidence that the applicant is a “highly competent teacher”; that the applicant's achievements and contribution to the school are substantial and that the applicant's achievements and contribution to the school have been sustained over time. Please detail in your application how you have met these 3 criteria, and provide detail of supporting evidence.

At this federation, highly competent is defined as:

- ‘Performance which is not only good enough to provide coaching and mentoring to other teachers, but also to give advice to them and demonstrate to them effective teaching practice and how to make a wider contribution to the work of the school, in order to help them meet the relevant standards and develop their teaching practice’

At this federation, substantial means:

- ‘Of real importance, validity or value to the school; play a critical role in the life of the school; provide a role model for teaching and learning; make a distinctive contribution to the raising of pupil standards; take advantage of appropriate opportunities for professional development and use the outcomes effectively to improve pupils’.

At this federation, ‘sustained’ means:

- ‘The teacher must have had two successful appraisal reports in this school and have made consistently good progress towards their objectives during this period

(see exceptions above). They will have been expected to have shown that their teaching expertise has grown over the relevant period and is consistently good to outstanding.

Please ensure your application also includes the results of your two most recent annual reviews, including recommendation on pay (or, where that information is not applicable or available, a statement and summary of evidence designed to demonstrate that you have met the assessment criteria). Teachers are encouraged to keep and maintain a CPD file, the contents of which will provide further supporting evidence. Supporting evidence is expected to include (but is not limited to) the following:

- Two successful performance management review / appraisal cycles and the evidence within this will include; classroom observations, internal tracking / data information relating to pupil progress, evidence of performance against the teacher standards using self-assessment and lesson observation feedback documentation, records of CPD (received and delivered to others) and evidence of impact

A copy of the Teacher Standards is attached to this application sheet, along with FAQ from the Department of Education website. Please ensure you provide detail how you meet the teacher standards.

Please outline below how you meet the criteria with reference to the Teacher Standards, the particular role that you are fulfilling and the context within which you are working

Signed:

Headteacher.....

Date.....

Executive Headteacher / CEO.....

Date.....

APPENDIX G – LEADERSHIP PAY RANGE 2022

Leadership pay range nominal reference points and Headteacher group ranges

L1	£44,305
L2	£45,414
L3	£46,548
L4	£47,706
L5	£48,895
L6	£50,122
L7	£51,470
L8	£52,569
L9	£53,973
L10	£55,360
L11	£56,706
L12	£58,105
L13	£59,558
L14	£61,402
L15	£62,560
L16	£64,225
L17	£65,699
L18*	£66,684
L18	£67,351
L19	£69,022
L20	£70,733
L21*	£71,765
L21	£72,483
L22	£74,283
L23	£76,122
L24*	£77,237
L24	£78,010
L25	£79,949
L26	£81,927
L27*	£83,126
L27	£83,956
L28	£86,040
L29	£88,170
L30	£90,365
L31*	£91,679
L31	£92,597
L32	£94,898
L33	£97,256
L34	£99,660
L35*	£101,126
L35	£102,137
L36	£104,665
L37	£107,267
L38	£109,921
L39*	£111,485
	£112,601
L40	£115,410
L41	£118,293
L42	£121,257
L43	£123,057

HT Group	Range
HT Group 1	£50,122 - £66,684
HT Group 2	£52,659 - £71,765
HT Group 3	£56,796 - £77,237
HT Group 4	£61,042 - £83,126
HT Group 5	£67,350 - £91,679
HT Group 6	£72,483 - £101,126
HT Group 7	£78,010 - £111,485
HT Group 8	£86,039 - £123,057

The Executive Headteacher / CEO position remuneration is currently awarded in relation to his work across two Trusts and a salary point is determined by the Trustees of both Trusts. This is based upon the Leadership scale, but takes account of the particular circumstances of each trust.