



## **Kendrick School**

# **Teachers' Pay Policy 2023-24**

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## **TEACHING STAFF PAY POLICY**

*(This policy is to be read in conjunction with The Appraisal Policy)*

### **1. Introduction**

This policy sets out the framework for making decisions on teachers' pay which from September 2017 is linked to assessments of performance. It has been developed to comply with current legislation and the requirement of the School Teachers' Pay and Conditions Document (STPCD) and has been consulted on with staff and recognised trade unions.

#### **Overall Principles:**

In adopting this pay policy the aim is to ensure that all teaching staff are valued and receive recognition for their work and their contribution to school life. In particular:

- a) To enable the Governing Body to manage the remuneration of teaching staff in a non-discriminatory, responsible and transparent way, which is clearly seen as such and which complies with current employment law on the fair and equal treatment of employees.
- b) To maintain and improve the quality of education provided for students in the school by having a teaching staff School Pay Policy that supports the Kendrick School Development Plan (KSDP) and reflects the agreed aims of the school.
- c) To support the equitable and objective determination of appropriate pay for staff under the school's performance management policy.
- d) To have a staffing structure which will enable the school to achieve its aims and objectives under the KDSP.
- e) To review the pay policy annually against the targets set under the KSDP Plan, the confines of the agreed budget and the Governors determining spending priorities.
- f) To support the recruitment and retention of a high quality teacher workforce.
- g) To involve teaching staff in consultation in an annual review of their contracts within the terms of this policy.
- h) To enable the school to recognise and reward teachers appropriately for their contribution to the school.
- i) To ensure that due attention is paid to any issue of salary protection.
- j) To ensure that decisions on pay are managed in a fair, just and transparent way to secure consistency in pay decisions.

- k) The operation of the policy will be monitored by the Governing Body and reviewed annually and amended where necessary due to changes to the teachers' pay structure or changes in Governing Body policy.
- l) The policy will be subject to consultation with staff and the representatives of the recognised teacher organisations.
- m) The Governing Body is committed to equal opportunities for all employees and will comply with the Equality Act 2010, Employment Relations Acts 1996, 1999 and 2002 as well as the Part Time Workers' Regulations 2000 and the Fixed Term Employees Regulations 2002.
- n) Kendrick School will use the pay scales as set out in the 2023 STPCD with salary values uplifted in line with nationally negotiated increases.
- o) All teachers are expected to engage with the appraisal cycle, to commit to their targets and evidence how they have been met.

## 2. PROCEDURES

- a) Decisions on pay other than for the Headteacher (HT) have been delegated to the Headteacher by the Governing Body. Decisions relating to the HT will be made by the Pay Panel.
- b) The Pay Panel will consist of three governors including the Chair, the Vice Chair and another governor and carry out determinations of pay with the Headteacher in accordance with the pay policy on behalf of the governing body.
- c) The Pay Policy Working Party, consisting of the Headteacher, SBM, and Chair of Resources Committee are responsible for establishing the policy following consultation with staff and union representatives and submitting it to the Governing Body for approval.
- d) The Pay Panel will hear any appeal relating to a teacher's Appraisal review, whether it relates to pay or to a statement of planning or review.
- e) The Headteacher and School Business Manager will assist the Pay Panel in an advisory capacity where appropriate.
- f) The Pay Panel will hear any appeals, but in the event that it is deemed inappropriate for any member of the Pay Panel to be present, he/she may withdraw and be replaced by another member of the Resources Committee.
- g) The Headteacher will ensure that staff are informed of the outcome of decisions made by the Pay Panel and of the right to appeal.
- h)

## 3. PAY REVIEWS

- a) The Governing Body will ensure that each teacher's salary is reviewed annually.
- b) All teaching staff (including those on the leadership scale) will have their pay reviewed annually to take effect from 1 September each year and will be notified by the Headteacher in writing and within one month of the decision in accordance with the STPCD. Teachers will receive a written salary statement by 31<sup>st</sup> October at the latest. The Headteacher will receive a written salary statement by 31<sup>st</sup> December at the latest or within one month of the Headteacher Performance Management Review meeting with the Pay Panel.

- c) Where staff are absent from work for a significant period of time, e.g. due to maternity or long term sickness absence, the line manager and Headteacher will still undertake performance appraisal and pay reviews for that member of staff. Pay progression in each case will be determined on its individual merits and taking into account the individual's performance appraisal.
  
- d) Where timescales are set out in this policy, these will be adhered to where possible. Where timescales are varied, for example because of national consultation periods, staff will be informed.

- e) 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. A written statement will be given after any review and where applicable will give information about the basis on which it was made.
- f) Where a pay determination leads or may lead to the start of a period of safeguarding, the Governing Body will give the required notification as soon as possible and no later than one month after the date of the determination.

#### **4. TERMS OF REFERENCE**

The members of the Governing Body fully delegate to the Headteacher powers for routine purposes to:

- a) implement the Pay Policy with reference to staffing and financial budget plans.
- b) achieve the aims of the Pay Policy in a fair and equitable manner within statutory and contractual obligations.
- c) apply the criteria of the Pay Policy in determining the pay of each member of staff in the annual review.
- d) recommend to Governors the annual budget needed for the payment of staff.

The Pay Panel shall be required to:

- e) Implement the Pay Policy with reference to the Headteacher
- f) undertake appeals, minute all decisions taken at the appeal hearings and submit their minutes to be noted by the full Governing Body.
- g) keep abreast of relevant developments and advise the Governing Body when the Pay Policy needs to be revised.

#### **5. BASIC PAY DETERMINATION ON APPOINTMENT**

The Headteacher will determine the pay range for a vacancy prior to advertising it. On appointment the Headteacher will determine the starting salary within that range to be offered to the successful candidate. The Headteacher will set the pay range at the minimum of the Main Pay Scale and the maximum of the Upper Pay Range. See Appendix D

In making such determinations, the Headteacher may take into account a range of factors, including:

- The nature of the post
- The level of qualification, skills and experience required
- Market conditions
- The wider school context

There is no assumption that a teacher will be paid at the same rate as they were being paid in a previous school.

#### **6. CRITERIA FOR DETERMINING PAY – CLASSROOM TEACHERS**

The criteria for determining teachers' pay will be those set out in the relevant edition of the statutory School Teachers' Pay and Conditions Document and other statutory regulations issued by the Secretary of State. For 2023/24 Kendrick School will use the minimum and maximum main scale pay range as set out in the 2023 STPCD. The main criteria of which are as follows:-

**a) Teachers New to Service**

The starting point for all qualified teachers (QTS) new to service, are to be paid on the Main Pay Scale. In addition the Headteacher has discretion to determine that certain types of work experience outside the mandatory experience will be recognised. (See Appendix A, advice to Governors.) Once discretionary additional points for teachers have been awarded they cannot be removed from a teacher's salary assessment.

**b) Part-time Teachers**

Part-time teachers will be paid on a pro-rata basis. The Governing Body will ensure compliance with the Part-time Workers (Prevention of Less Favourable Treatment Regulations 2000). The Governing Body will ensure that that part-time teachers are assessed on the same basis as full-time teachers for pay purpose, non-contact time and PPA.

**c) Supply Teachers**

Teachers who work on a short term notice or day-to-day basis have their pay determined in line with the statutory pay arrangements in the same way as other teachers. Teachers who work less than a full day will have their salary calculated at an hourly rate determined by dividing the annual rate by 1265 and multiplied by the number of hours worked.

**d) Other Teachers New to School**

Teachers who are moving from another school will have their salary range determined prior to advertising. However the school will not restrict the pay range advertised for or starting salary and pay progression prospects for classroom teacher posts, other than the minimum of the Main Pay Range and the maximum of the Upper Pay Range. There is no assumption that a teacher will be paid at the same rate and level as they were being paid in a previous school although the school will endeavour, if funding allows, to apply the principle of pay portability and ensure that teachers suffer no financial or professional detriment as a consequence of changes to the teachers' pay structure.

**e) Teachers from the European Union (EU)**

Any EU citizen living in the UK by 31 December 2020 should have applied to the EU Settlement Scheme, to allow them to continue living, working and studying in the UK without having to apply through the points-based immigration system. For EU citizens not living in the UK before 31 December 2020, EU citizens must apply for a Skilled Worker visa as part of the points-based system. To comply with new regulations, Kendrick School will check the applicant meets the Skilled Worker visa requirements. EU teachers can apply for a Skilled Worker visa up to three months before they start work in the UK. EU teachers can teach in schools in England without QTS for up to four years. The rule applies to those who have qualified and trained as a teacher in a country outside of the UK, and are employed in maintained schools and non-maintained special schools. Teachers from the EU can apply for QTS if they have a teaching qualification from an EU country and can provide a letter of professional standing from the relevant regulating body. Successful applicants will not need to carry out further training or serve a statutory induction period. Unsuccessful applicants

must complete a course of initial teacher training in England in order to get QTS, or take the assessment-only route.

## 7. PAY PROGRESSION BASED ON PERFORMANCE

**Pay decisions are linked to assessments of performance and appraisal. Setting objectives, determining the evidence to assess the meeting of objectives and assessing performance and how this impacts on pay progression form the main stages of performance related pay.**

At Kendrick School all teachers can expect to receive regular, constructive feedback on their performance during the academic year and are subject to annual appraisal that recognises their strengths, informs plans for their future development, and helps to enhance their professional practice. The arrangements for teacher appraisal are set out in the school's Appraisal Policy.

The Governing Body agrees the school budget and will ensure that the budget allocated allows for decisions on pay progression to teachers who meet the criteria for such progression, including threshold progression onto the Upper Pay Range.

Decisions regarding pay progression will be made with reference to the teachers' appraisal reports and the pay recommendations they contain. In the case of Early Careers Teachers (ETC) whose appraisal arrangements are different, pay decisions will be made by means of the statutory induction process. Teachers in their induction year will be awarded a single pay point progression on the successful completion of induction.

It will be possible for a 'no progression' determination to be made without recourse to the capability procedure.

To be fair and transparent, assessments of performance will be properly rooted in evidence. In this school fairness will be ensured by:

- Providing teachers with the support from TLS and/or SLT.
- Training courses internally and externally are provided to support the achievement of targets.
- Setting individual targets that are clearly linked to the KSDP
- Developmental opportunities to be made available where possible.
- Regular written and verbal feedback from line managers and appraisers.
- All appraisers receive appropriate training for target setting and appraisal.
- The Headteacher will assess and moderate targets and pay recommendations made by the appraiser.
- Provide access to a Pay Panel for appeals to be heard.

The evidence used to assess performance against the objectives and standards will include the extent that staff deliver the following, and take into account:

- Performance data
- Classroom observations
- Play a full role in the life of the school as appropriate to their level
- Provide a role model for teaching and learning
- Make a distinctive contribution to the raising of students' standards

- Contribute effectively to the work of the wider team
- Take advantage of appropriate opportunities for professional development and use the outcomes effectively to improve students' learning
- Self-assessment
- Peer reviews
- Student feedback
- Tracking student progress
- Grown professionally by developing their teaching expertise post-threshold
- Contribute effectively on school improvement and the Kendrick School development plan (KSDP)
- Contribute effectively on departmental improvement plans

Teachers' appraisal reports will contain pay recommendations made by the appraiser. Final decisions about whether or not to accept a pay recommendation will be made by the Headteacher and ratified by the Governing Body, having regard to the appraisal report, the evidence provided and taking into account advice from the senior leadership team. The Headteacher will consider the approach in the light of the school's budget and ensure where possible that appropriate funding is allocated for pay progression at all levels. Meeting objectives may not automatically mean a teacher will be awarded a pay progression.

#### **a) Approach to Pay Progression based on Performance**

At Kendrick School judgements on performance will be made against the extent to which teachers have met their individual target objectives and the relevant standards and how they have contributed to:

- impact on student progress
- impact on wider outcomes of students
- lesson planning/specific elements of practice
- impact on effectiveness as a teacher
- wider contribution to the work of the school.
- fulfilled job description
- impact on departmental development plans and/or KSPD
- any other relevant evidence

Teachers will usually be eligible for a one point incremental point if they are assessed as fully meeting their objectives and relevant standards.

#### **b) Progression onto the Upper Pay Spine (UPS)**

The Pay panel will ensure that decisions on progression on the upper pay scales are taken within the context of the pay policy. In order to be eligible to be assessed, teachers must have Qualified Teacher Status (QTS). There are no barriers to movement onto the upper pay range that are connected with length of service. It is the responsibility of individual teachers to decide whether or not they wish to apply to the Headteacher to be paid on the upper pay range. Teachers applying for the performance threshold assessment, as set out in the Pay and Conditions Document and this



policy, and who successfully pass the performance threshold assessment will be placed on the first point of the Upper Pay spine with effect from their date of eligibility.

For an application to be successful, the Headteacher must have evidenced and be satisfied that:

- the teacher is highly competent in all elements of the relevant teaching standards
- the teacher's achievements and contribution to the school are substantial and sustained
- the teacher has met their objectives or made significant progress in meeting their objectives
- the impact on student progress and outcomes have been real and tangible
- the impact on effectiveness as a teacher has been constant
- the impact on departmental development plans and/or KSPD has been considerable and continuous

Applications should be submitted to the Headteacher on or before 31<sup>st</sup> October for progression awards to be backdated to 1<sup>st</sup> September. A statement of pay assessment will be provided to the teacher containing the reasons for the decision to move the individual to the upper pay spine.

Teachers who are unsuccessful in passing the performance threshold assessment should be given written reasons based on the assessment criteria, standard by standard, including those where the standards have been met, within 20 working days of the decision being notified to the Governing Body by the Headteacher. They should also receive oral feedback and clear advice as to how they need to develop in order to reach the threshold standards. If they wish to appeal against this decision they should follow the process outlined in paragraph 14 and Appendix C of this policy.

### **c) Progression through the upper pay spine**

- Progression to the next point of the upper pay spine is not automatic.
- Progression on UPS will be based on two successful consecutive appraisal reviews and any particular relevant evidence as laid out in this policy.
- Line Managers will make recommendations to the Head teacher based on the evidence gained through annual appraisal.
- Progression to the next point will be regarded as having satisfied the statutory STPCD criteria and have continued to make substantial and sustained contribution to teaching and learning and the standards required
- Fulfilled the demands of the job description

Objectives or targets for action form an important framework for assessing performance but there is no automatic link between meeting objectives or targets for the award of a point. A teacher who has made good progress on, but not quite achieved a very challenging objective or target may have performed better and made a more significant contribution than a teacher who has met in full a less stretching objective or target. It will be the responsibility of the Headteacher to agree the pay recommendation once an assessment of the degree of challenge of the objectives, the experience of the teacher and the measure of success of the objectives has taken place.

In circumstances where a teacher has moved from another school there is no assumption that a teacher will be paid at the same rate and level as they were being paid in a previous school. The school will ensure that where a teacher starts their new service on the day at which they are eligible for progression on the upper pay spine the school will assist and fully cooperate in order that the teacher can be assessed.

Teachers who are employed at two or more schools may submit separate applications to both (or all) head teachers if they wish to apply to be paid on the upper pay range in both (or all) schools.

Each head teacher and Governing Body will make its own assessment. Decisions by one school will not be binding on other schools.

The school may ask for evidence that teachers have maintained their teaching standards. This evidence will be sought only to supplement information already held or available to the Governing Body and only in relation to the identification of professional developmental needs.

## **8. ALLOWANCES**

### **a) Teaching and Learning Responsibility Allowances (TLRs)**

Teaching allowances will be allocated in accordance with the staffing structure determined by the Governing Body and recognise sustained additional responsibilities within the school.

Teaching allowances will normally be awarded on a permanent basis but the Headteacher may also award temporary allowances for specific tasks and/or for specific periods of time.

It should be understood that when a teacher vacates a post of responsibility the Governing Body in considering the management needs of the school will determine whether or not the post continues to be necessary and/or the level of allowance attached to the post. If there is a need to fill the post it will be decided through negotiation and consultation whether to allocate the post to a teacher or teachers who are holding posts of an equal level which are not consistent with the management structure or to fill the post in accordance with the promotions procedure. In the latter situation the post would normally be advertised internally. In the event that a teacher who currently holds a TLR applies for and obtains a post attracting a higher TLR, the teacher will be required to relinquish the current allowance. The teacher will no longer be required to perform the duties associated with the current allowance unless these are to be subsumed within the duties of the new post following a revision of the management structure.

All new appointments to posts that meet the relevant criterion and factors will be eligible to receive a TLR payment, the values of which will be determined in accordance with the minimum and maximum values and the criteria set out in the School's Teachers' Pay and Conditions Document. TLR allowances are used to recognise responsibilities in a substantive post or that may be being covered as part of an acting up or cover arrangement. (see Appendix 1)

The Headteacher must be satisfied that the teacher's duties include a significant responsibility that is not required of all classroom teachers and that:

- is focused on teaching and learning
- requires the exercise of a teacher's professional skill and judgement
- requires the teacher to lead manage and develop a subject or curriculum area; or to manage and lead student development across the curriculum
- has an impact on the educational progress of students other than the teachers assigned to classes or groups
- involves the leading, developing and enhancing the teaching practice of other staff

Fixed term allowances (TLR3) can be awarded to a classroom teacher who has been given a time-limited project or a one-off externally driven responsibility which is focussed on teaching and learning and has an impact on the educational progress of students, but is not limited to the teacher's assigned classes or groups of students.

The Governing Body must be satisfied that the significant responsibility or project is not one required of all classroom teachers, teachers on the upper threshold or those who currently hold a

TLR and which focusses on teaching and learning and requires a teacher's professional skills and judgement.

The duration of the fixed term will be established at the outset and payment will be made monthly during this period. Pay safeguarding will not apply at the end of the fixed period. The annual value of a TLR3 will be set annually and must be between £639 and £3,169 (FTE) as set out in the School's Teachers' Pay and Conditions Document.

There will be no safeguarding of any temporary TLR allowance payments.

#### **b) Special Educational Needs (SEND) Allowance**

An allowance is paid to a teacher which is employed to teach wholly or mainly students with statements of special needs. The minimum and maximum values and the criteria for use are set out in the School's Teachers' Pay and Conditions Document.

#### **c) Recruitment and Retention Allowances**

The governors may consider awarding any incentive or benefit in respect of recruitment and retention if they anticipate difficulties for a post. Any such allowance will be time limited and reviewed on an agreed and regular basis.

#### **e) TLR Pro Rata Allowance**

In accordance with the STPCD 2023, part time teachers will be paid on a pro rata basis to the total FTE pay rate - including any TLR1 or TLR2 payments - for the post occupied.

### **9. LEADERSHIP GROUP**

The salary range for all staff paid on the leadership spine will be determined by reference to the provisions of the School Teachers' Pay and Conditions Document.

#### **a) Headteacher**

The Governing Body will set the Individual School Range (ISR) of the Head when a new appointment needs to be made in accordance with the criteria specified in the School Teachers' Pay and Conditions Document: job weight, the social, economic and cultural background of the students and recruitment difficulties. The Governing Body must ensure that the maximum of the Headteacher's pay range and any additional payments made does not exceed the maximum of the Headteacher group by more than 25% other than in exceptional circumstances.

The Governing Body will review the Head's ISR annually in the autumn term on the basis of increased job responsibility.

The Governing Body notes the discretion allowed since September 2002 to adjust the ISR of a serving head for retention purposes (by up to two school groups higher than the one to which the school belongs) and reserves the right to invoke this discretion as and when it may be necessary. Such a determination may be made at any time during the year.

The Headteacher must demonstrate sustained high quality performance with particular regard to leadership, management and school development plans and will be subject to a performance review against objectives before any performance points will be awarded. A

written statement showing the spine point and pay entitlement following the annual review together with an explanation of the basis upon which pay will be reviewed in future years and details of the agreed performance criteria will be provided.

## **b) Deputies and Assistant Headteachers**

i) The Pay Panel will determine the 5-point range of a new deputy or assistant head to reflect the criteria specified in the STPCD- job weight and challenge, the circumstances of the school and any recruitment difficulties- and the point on the range (of the bottom 3) on which the successful applicant(s) will be placed. These ranges will be placed on the leadership spine in between the lowest point of the Head's ISR and the salary of the highest paid classroom teacher (as defined by UPS1 plus the value of any TLR, including SEN and other permanent allowances)

ii) The Governing Body is committed to the maintenance of appropriate differentials between members and non-members of the leadership group to reflect the responsibilities of such posts. The Pay Panel in consultation with the Headteacher will also ensure that a deputy Headteacher will be paid at least one point higher than an assistant Headteacher.

iii) The ranges of assistant Headteachers/deputies will be reviewed annually in the autumn term on the basis of any increased job weight/responsibility.

iv) The Headteacher with the Governing Body will exercise its discretion to adjust the range of an assistant head or deputy at any time during the year to retain his/her services as and when it deems necessary.

v) Acting Allowances. The STPCD specifies that the Governing Body may pay an acting allowance to a teacher who is assigned and carries out the duties of a head, deputy or assistant Headteacher within four weeks of taking up such duties. The Governing Body has decided that a teacher who undertakes such duties will be paid an acting allowance from the day that he/she first carries out such duties. There will be no safeguarding for any temporary allowance payments.

### **vi) Annual Pay Review (Leadership Spine)**

Deputies and assistant heads must demonstrate sustained high quality performance in respect of school leadership, management and school development plans and will be subject to a performance review against objectives before any performance points will be awarded

Movement up the pay range on the leadership spine is subject to sustained high quality of performance and must follow a successful review of overall performance. A successful performance review will involve a performance appraisal of:

- achievement performance objectives;
- classroom observation
- fulfilment of job description
- impact on student progress
- impact on wider outcomes of students
- lesson planning/specific elements of practice
- impact on effectiveness as a teacher
- impact on effectiveness as a leader
- wider contribution to the work of the school.

- impact on whole school development

In addition the performance review will also need to assess whether the member of staff concerned has grown professionally by developing their leadership and (where relevant) teaching expertise. A written statement showing the spine point and pay entitlement following the annual review together with an explanation of the basis upon which pay will be reviewed in future years and details of the agreed performance criteria will be provided.

Movement up the pay range will not normally be by more than one point as a result of any single pay review. Annual pay reviews will be undertaken in accordance with this policy.

## **10. UNQUALIFIED TEACHERS**

The pay scale for unqualified teachers and instructors is determined against a minimum and maximum salary value as set out in the School Teachers' Pay and Conditions Document each year. Kendrick School applies the six point scale, with salary values uplifted in line with nationally negotiated increases as set out in the 2012 STPCD.

The Headteacher in conjunction with the chair of governors is authorised to place any unqualified teacher on appointment on the appropriate point on the unqualified teachers' scale, taking account of the individual's qualifications and experience.

As guidance the Headteacher will consider awarding on a case by case basis consistently, with regard to equal opportunities, fairness and transparency as set out below:

- i) One point on the scale for each three year period spent outside teaching but working in a related area. This might include industrial or commercial training, time spent in an occupation relevant to the teacher's work at school, and experience with children/young people.
- ii) One point for each three years of other remunerated or unremunerated experience which includes caring for children during a career break – to a maximum of two points.

Fixed term acting allowances for teaching and learning responsibilities will be paid at the rate of the substantive allowances for the duration of the acting period.

## **11. PAYMENTS FOR OUT OF SCHOOL LEARNING ACTIVITIES**

The Governing Body will not normally make payments to teachers in regard to out of school learning activities but retains the right to use its discretion.

## **12. IN SERVICE TRAINING (INSET) FOR TEACHERS**

The Governing Body has decided not to exercise its discretion to make payments to teachers in regard to in-service training undertaken outside of the 195 days on which teachers must be available for work. (However, part-timers please refer to TOIL policy for extra hours worked to accommodate CPD.)

### **13. PAYMENTS FOR CPD ACTIVITIES**

The Governing Body will not normally make payments to staff in regard to continuing professional development activities outside of the school day but retains the right to exercise its discretion.

### **14) APPEALS**

Any complaints with regard to performance pay awards or pay in general should be referred in the first instance to the Headteacher. A meeting will be convened to discuss this and a written decision issued within 10 working days.

If the member of staff's concerns cannot be resolved at this level, the complaint or formal appeal may be referred to the Pay Panel. No governor who has been involved in a member of staff's pay /performance award may serve on that member of staff's appeal committee.

An appeal may be lodged on the grounds that:

- the provisions of this policy were not applied correctly
- that there was insufficient regard for statutory guidance.
- the determination of his/her pay was flawed
- took into account irrelevant or inaccurate evidence.
- bias was applied
- discriminated unlawfully against the member of staff.
- failed to take account relevant evidence.
- other decisions were taken by the Headteacher/ governing body affects his/her pay

An appeal must be made in writing within 10 working days of the teacher being notified in writing of the Headteacher's decision. Appeals will be heard within 20 working days of receipt of the member of staff's written notification of his/her wish to appeal. The appellant may be accompanied by a colleague or his/her trade union representative. The appellant also has the right to see all relevant papers. The appellant should set down in writing the grounds for questioning the pay decision (which must relate to one of the grounds as set out above) and submit it to the Headteacher along any written evidence as part of their appeal at least 5 working days prior to the appeal hearing.

Where an appeal has been submitted by a member of staff other than the Headteacher, and they are appealing against the decision of the Headteacher, it will be for the chair of the Pay Panel to determine whether the Headteacher should be present to defend their decision.

An agenda for hearing a pay appeal is included as an appendix to this policy and the process complies with the ACAS Code of Practice on Grievances ( See Appendix C)

The decision of the appeal panel i.e. Pay Panel should be notified in writing and will include a note of the evidence considered and the reasons for the decision to the teacher within 10 working days of the appeal hearing.

This procedure performs the function of the grievance procedure and therefore pay decisions cannot be reopened under the general grievance procedure.

## **15. EQUAL OPPORTUNITIES**

Governors will ensure that all decisions relating to pay are taken within the context of all relevant legislation and will provide genuine equal opportunities for all staff, irrespective of their gender, race, religion or belief, age, sexuality or disability.

## **16. HONORARIA**

It is not appropriate for honoraria to be awarded to teaching staff.

## **17. OTHER PROCEDURES**

Staff may have access to their salary records by giving at least twenty four hours' notice during term time to the Headteacher.

## **18. THE ROLE OF THE HEADTEACHER**

The role of the Headteacher is to:

- formulate policy in conjunction with the Pay Policy Working Party for consultation with staff and adoption by the Governing Body.
- arrange for appraisal reviews to be carried out and to provide the Pay Panel with a list of staff recommended for performance pay awards, together with brief supporting evidence.
- monitor the impact of the policy on staff at the school and report accordingly to the Governing Body.
- ensure that the performance management appraisal forms are completed satisfactorily and in sufficient detail by the appraiser so an accurate judgement of the target grades achieved and the recommendation made on pay progression can be assessed and moderated.
- ensure training on target setting, lesson observation and appraiser feedback and assessment are available where possible
- targets and pay progression recommendations are assessed and moderated

## **19. CONFIDENTIALITY**

The Governing Body regards the performance and individual salary details of staff at the school as confidential and undertakes not to publish or divulge such information save where required by law. When such confidential items are discussed in the meetings of the Pay Panel or of the full Governing Body, they will be recorded in a confidential part 2 section of the minutes.

## **20. JOB DESCRIPTIONS**

Every member of staff will be provided with an appropriate job description which should be reviewed annually. Job descriptions will be revised as and when necessary through consultation

between the Headteacher and individual employee. Where there are any significant changes to the job description the implications for the grading of the job will be considered.

## **22. SALARY SAFEGUARDING**

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

## **24. SUPPLY TEACHERS**

Teachers employed on a day-to-day or other short notice period will be paid on a daily basis. Supply rates paid to existing teaching staff undertaking the subject teaching of a absent teacher will be paid at their current rate plus a 10% time allowance for planning and preparation, if applicable. External supply teachers e.g. former teachers, will be paid a maximum supply rate equivalent to UPS1 or their current teaching rate, whichever is the lower rate.

## **25. MATERNITY/ PATERNITY ENTITLEMENT**

Teachers are entitled to maternity/ paternity leave and pay, dependent on the required length of continuous employment or service. Teaching staff who qualify for occupational and statutory maternity leave will be paid under the Burgundy Book scheme on submission of a MATB1 Certificate. Paternity leave is up to two weeks' paid leave following the birth of a baby and must be taken within 56 days of the birth and taken as whole weeks in a row and not as odd days.

## **26. MONITORING AND REVIEW OF POLICY**

The policy will be reviewed on an annual basis. The Pay Panel will monitor the outcomes and impact of this policy on an annual basis including trends in progression across specific groups of teachers to assess its effects and the school's continued compliance with equalities legislation.



## APPENDIX A: Guidance for Governors/School Business Manager

### Teachers New to Service

The starting point for all teachers new to service, and who are paid on the Main Pay Scale, is point one. In addition the Governing Body have discretion to determine that certain types of work experience outside the mandatory experience will be recognised as follows:-

EXPERIENCE	CONSIDERATIONS
Teaching outside of a DfE recognised school in England or Wales, or the EEA (including the rest of the U.K).	Very relevant experience, consider one point for each year's experience.
Teaching experience in the independent sector	Very relevant experience, consider one point for each year's experience.
Teaching experience in Adult Education	Relevant experience, could consider one point for each year's experience or 3 years experience.
Private tutoring	Some relevance, could consider one point for 3 years of experience.
Learning support and teaching assistant experience within education	Depends on relevance. Classroom based experience (e.g. Teaching Assistant) has relevance and could be recognised by awarding one point for 3 years of experience.
Non-teaching experience within industry/other sectors	Could consider awarding one point for 3 years of experience. Some experience may be more relevant and consideration could be made for awarding additional salary points based on the experience and shortages in the subject area. e.g. A Science Teacher who has worked in the chemical industry.

Once discretionary experience points have been awarded they cannot be removed from a teacher's salary assessment.

## **APPENDIX B: Teaching and Learning Responsibilities (TLR)**

### **Rationale**

The staffing structure is designed to meet the school's current and future needs. TLR points are awarded in recognition of sustained additional responsibilities within the school.

### **Structure**

The structure is transparent and allows for:

- roles to be based on enhancing and facilitating the teaching and learning in the school
- staff to undertake additional responsibilities to meet the school's objectives in the KSDP
- staff to facilitate continuous professional development
- roles and responsibilities to be line managed and accountable

### **Definitions**

- TLR: Teaching and Learning Responsibilities.
- TLS: Leaders of Teaching & Learning of a subject area (old Heads of Departments). TLS roles are graded according to the 'size' of the subject (s, m, l = small, medium, large) and are based on student and staff numbers and whether it is a core subject.
- TLK: Leaders of Key Stage: Key Stage Leaders are all responsible for two or more year groups and for their students' teaching and learning experience. They will work very closely with TLS.
- TLW: Leaders of Whole School Responsibilities.
- TLP: Leaders of Whole School Projects Teaching and Learning. TLPs will be responsible for discrete projects or pieces of work for a fixed term as defined in this policy.

### **TLRs are based on a 6 point scale:**

There are 6 TLR points: 3, 2a, 2b, 1a, 1b, and 1c. A TLR 3 is the lowest TLR point and a 1c is the highest TLR point. The monetary value between points 2a to 1b are the same except between a 1b and 1c where it is slightly higher. Values of TLRs change in line with national pay awards. The upper and lower points are determined by the School Teachers' Pay and Conditions Document and Statutory Regulations and reviewed by the DfE.

**APPENDIX C: APPEALS.**

**(An appeal against a pay decision by a Headteacher will need to be modified accordingly)**

***(NAME)***

***AGENDA FOR PAY APPEAL HEARING***

***(SCHOOL)***

***(DATE)***

***(TIME)***

1. Introduction of all those present.
2. The appellant and/or his representative to present his reasons for appeal with any supporting evidence, and calling witnesses\* if applicable.
3. The Headteacher to ask questions of the appellant and witnesses\* if applicable.
4. The Appeal Panel to ask questions of the appellant and witnesses\* if applicable.
5. The Headteacher to respond to the appellant's appeal, and calling witnesses\* if applicable.
6. The appellant and/or his representative to ask questions of the representative of the Headteacher.
7. The Pay Panel to ask questions of the representative of the Headteacher.
8. The appellant and/or his representative to summarise.
9. The representative of the Headteacher to summarise.
10. Hearing to be adjourned whilst all parties, except the Pay Panel, their adviser and the Clerk, leave the room.
11. The parties will be recalled and if the Pay Panel have made their decision this will be confirmed.

\*Where witnesses are called it is usually advisable that they are called in one at a time. They should be questioned by the other party and the panel, if necessary, before being asked to leave and the next witness called in.

**APPENDIX D: TEACHER PAY SPINE 2023/24 below** - To be reviewed annually and confirmed by Review Body for 2023/24 recommendations. The final stage of the School Teachers Pay and Conditions Document 2022-2023 becoming legislation concluded on the 4 November 2023 and all teaching staff will receive their backdated payments from 1 September 2023.

Details below will be amended if there are any changes.

a) Qualified ClassroomTeacher

Spine Point	01/09/2023 £pa
M1	30,000
M2	31,737
M3	33,814
M4	36,051
M5	38,330
M6	41,333

b) Post Threshold Teacher

Upper Pay Scale	01/09/2023 £pa
UPS1	43,266
UPS2	44,870
UPS3	46,525

c) Unqualified Teacher scale

Unqualified teacher Scale	01/09/2023 £pa-
1	20,598
2	22,961
3	25,323
4	27,406
5	29,772
6	32,134

d) Teaching & Learning Responsibility Points(TLR)

TLR	01/09/2023 £pa
3	639- 3169
2a	3,214
2b	6,243
1a	9,272
1b	12,304
1c STANDARD	15,334

