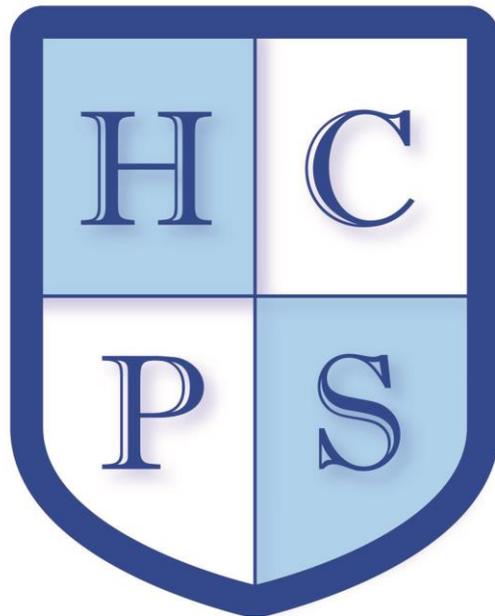


Hunslet Carr Primary School



Teacher's Pay Policy

Based on Leeds Model Policy 2017-18

High Expectations
Caring
Positive Attitude
Successful

Policy reviewed: November 2017

Next review: November 2018

*High Expectations, Caring,
Positive Attitudes and Successful*

STRENGTHS OF OUR SCHOOL



The Children

- Are well behaved, calm and polite
- Are engaged, positive and resilient
- Are supportive and helpful towards others
- Have an input on important decisions
- Have a sense of belonging

The Community

- School supports the whole family not just the child
- Recognises the importance of attendance
- Spreads our growing reputation as a good school
- Helps celebrate the children's achievements
- Supports the school on improving behaviour

The Curriculum

- Is a fun curriculum that is engaging
- Maintains a strong focus on the basic skills
- Is enriched through extra-curricular activities
- Supports our most vulnerable children
- Provides a rich variety of experiences & opportunities

The Staff

- Develop nurturing relationships with children
- Provide good quality teaching and learning
- Support one another to help the children
- Are consistent in how they treat children
- Identify children's SEN needs early

THE CURRICULUM WE HOPE TO PROVIDE



Skills

Fluent and confident in Reading, Writing and Maths
Communicate with confidence
ICT skills fit for the future
Life skills – social, money, time, cooking
Safety skills – Swimming, healthy choices
Problem solving skills – Patience & Resilience

Attitudes

Confident, proud and independent
The believe that 'Impossible is Nothing'
Understand and celebrate a range of cultures
Take responsibility for themselves & others
Be honest and learn from their mistakes
Respectful, caring and helpful

Experiences

To have 1st hand experiences of...
Going away on a residential trip
Visiting a range of places of worship
A chance to look after an animal
Relevant trips to theatres/farms/beaches
Taking part in public performances
Work experiences & further education

Knowledge

High school ready English & maths
To know about local places of interest
To know where we are in the world
Life skills – money, time, cooking
Information about possible careers
To know major historical facts
To know their own strengths

Purpose of the policy

For all people connected with the school to understand the school's pay and remuneration structure so that decisions are clear and understandable.

Adoption

The school governors at their meeting on ?????????????? adopted this pay policy as set out below. This is reviewed annually.

Introduction

The statutory pay arrangements for teachers give significant discretion to "relevant bodies" – normally governing bodies, but LAs in some instances – to make pay decisions.

The School Teachers' Pay and Conditions Document has since September 2004 placed a statutory duty on schools and LAs to have a pay policy in place which sets out the basis on which they determine teachers' pay, and to establish procedures for determining appeals. This should ensure fair and equitable treatment for all teachers and minimise the prospect of disputes and legal challenge of pay decisions.

Schools and LAs, when taking pay decisions, must have regard both to their pay and appraisal policies and to the teacher's particular post within the staffing structure. A copy of the staffing structure – revised as appropriate following any review of school staffing – should be attached to the pay policy, together with the implementation plan for bringing in changes.

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

Maintained schools which do not implement the new system will be in breach of their legal duties. All procedures for determining pay should be consistent with the principles of public life, including: objectivity, openness and accountability.

The pay and performance management policy should make clear the school's compliance with,

[The Employment Relations Act 1999](#) ,

[The Employment Act 2002](#),

[The Part-Time Workers \(Prevention of Less Favourable Treatment\) Regulations 2000](#), [The Employment Act 2002 \(Dispute Resolution\) Regulations](#),

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

and

[The Equality Act 2010](#)

From the DfE recent guidance:

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

Heads and governing bodies will consult staff and unions on changes to their pay policy and review it at least annually, or when other changes occur to the School Teachers' Pay and Conditions Document, to ensure that it reflects the latest legal position.

The pay policy will comply with the current School Teachers' Pay and Conditions Document (STPCD) and the accompanying statutory guidance. It will be used in conjunction with them, but, in the event of any inadvertent contradictions, the STPCD and guidance take precedence.

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

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

The figures used are incorporating the pay increase as stipulated in STPCD 2017

POLICY ON SCHOOL TEACHERS' PAY

Basic Principles

All teachers employed at the school are paid in accordance with the statutory provisions of the School Teachers' Pay and Conditions Document (STPCD) as updated from time to time. A copy of the latest version may be found in the school office and is also on-line at <https://www.gov.uk/government/publications/school-teachers-pay-and-conditions-2017>

Additional Guidance can be found at https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/452050/Implementingyour-school_s-approach-to-pay.pdf

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

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

The Governors Resources Sub Committee have delegated powers and will make decisions regarding teachers pay.

Pay Reviews

The governing body will ensure that every teacher's salary is reviewed with effect from **1 September and no later than 31 October** (except in the case of the head teacher, where it should be no later than 31 December) each year and give them a written statement setting out their salary, any other financial benefits and decisions following any review to which they are entitled.

Reviews may take place at other times of the year to reflect any changes in circumstances or job description that lead to a change in the basis for calculating an individual's pay.

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

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

The Pay Committee

The terms of reference for the pay/resources committee are as follows:
The Resources Committee (or equivalent) has fully delegated powers to determine the pay of all staff working in the school subject to the relevant statutory requirements.

The committee will ensure that all pay decisions are communicated to each member of staff by the head in writing. Decisions on the pay of the head will be communicated by the chair of the governing body in writing in accordance with the relevant section of the School Teachers' Pay and Conditions Document.

Equalities and Performance Related Pay

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

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

Pay Appeals

A teacher may seek a review of any recommendation in relation to their pay. The usual reasons for seeking a review of a pay determination are that the person or committee by whom the decision was made:

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

The above list is not exhaustive.

The order of proceedings is as follows:

Informal Stage

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

Formal Stage

1. The teacher should set down in writing the grounds for questioning the pay decision and send it to the person (or committee) who made the determination, within **ten working days** of the notification of the decision being appealed against or of the outcome of the discussion referred to above.
2. The committee or person who made the determination should provide a formal meeting, within ten working days of receipt of the written appeal, to consider the appeal and give the teacher an opportunity to make representations in person. Following the formal meeting the employee should be informed in writing of the decision and the right to appeal.

Appeal Stage

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

At each stage of this procedure the teacher is entitled to be accompanied by a colleague or trade union representative. This includes both the hearing and the appeal hearing. Each step and action of this process must be taken without unreasonable delay. The timing and location of the formal Hearings must be reasonable. Appeals should be formally clerked and a note of proceedings should be produced.

Use Of Discretion In Basic Pay Determination

Pay Range for Head Teachers

Headteachers appointed before 1st September 2016

The 2017 percentage increase will be applied.

There should be no other changes unless responsibilities have significantly changed in line with section 4.2 STPCD and an appropriate process has been carried out by pay committee to address this in line with the 3 stage process (summary document).

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

Pay on Appointment from 1st September 2016

The 2017 percentage increase will be applied.

This applies to those who are appointed to a Headteacher post on or after 1st September 2017.

Overall leadership pay range has a minimum value of 18 and maximum of 24 based on group size of school - the Group size must be decided in accordance with paragraphs 5,6,7,8 (STPCD). This indicates the school is group size three.

The school has decided the following 7 point Pay Range for Headteachers in line with benchmarking recommendations.

LPS 18	£59,857
LPS 19	£61,341
LPS 20	£62,863
LPS 21	£63,779
LPS 22	£66,017
LPS 23	£67,652
LPS 24	£68,643

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

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

In accordance with paragraphs 9.3, 10, 25, 26, 27 (STPCD) or in limited circumstances (school causing concern, substantial difficulties in recruiting or retaining a head teacher, or where the Headteacher is appointed as a temporary head of one or more additional schools) the relevant body has discretion to make additional payments to the Headteacher, the total of which will be between 1% and 25% of the Headteacher's pay point, and providing that in each case the Governing Body has not previously taken such reason into account when determining the Pay Range under an earlier School Teachers' Pay & Conditions Document.

Pay Range for Deputy Headteachers and Assistant Headteachers

Existing Deputy and Assistant Headteachers 1st September 2017

The 2017 pay increase will be applied. There should be no other changes unless schools choose to review leadership pay arrangements.

Pay on Appointment from 1st September 2017

This applies to those who are appointed to a Deputy and Assistant Headteacher post on or after 1st September 2017. The 2017 percentage increase will be applied.

This pay range for the Deputy or Assistant Headteacher should not overlap the Headteacher's pay range (9.4 STPCD)

The school has determined a **5 point Pay Range** for deputies and assistant heads when they propose to make new appointments or where there is a significant change in the responsibilities of serving deputy or assistant heads.

Deputy Pay Range

LPS 8	£46,799
LPS 9	£47,967
LPS 10	£49,199
LPS 11	£50,476
LPS 12	£51,639

Assistant Head Pay Range

LPS 2	£40,360
LPS 3	£41,368
LPS 4	£42,398
LPS 5	£43,454
LPS 6	£44,544

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

Pay Range for Leading Practitioner Posts

Leading Practitioner as detailed within paragraph 16 (STPCD 2014). Leading Practitioner role to include:

- An exemplar of teaching skills,
- Lead the improvement of teaching skills in their school and the wider school community which
- impact significantly on pupil progress,
- Improve the effectiveness of staff and colleagues, particularly in relation to specific areas
- Carry out the professional responsibilities of a teacher other than a head teacher, including those
- responsibilities delegated by the head teacher,
- Leadership role in developing, implementing, and evaluating policies and practice in their workplace that contribute to school improvement. This might include:
 - (a) coaching, mentoring and induction of teachers, including trainees and newly qualified teachers;
 - (b) disseminating materials and advising on practice, research and continuing professional development provision;
 - (c) assessment and impact evaluation, including through demonstration lessons and classroom observation ;
 - (d) helping teachers who are experiencing difficulties.

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

The relevant body should determine the individual post range for leading practitioners, taking account that different teachers in the same school may be placed on different individual ranges, in line with paragraph 16 of the document.

Please note there is no external assessment of skill or competence required. They may determine the pay range as of 1 September, at any time of the year to reflect any changes in the circumstances or job description that lead to a change in the basis for calculating their pay.

Leading practitioner pay range has minimum value **£39,374** and a maximum value **£59,857**. Exact Increments will be decided dependent on the role.

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

LP1 £39,374

Pay on appointment for Classroom teachers

Main scale pay range has minimum value **£22,917** and a maximum value **£33,824**.

Pay on appointment will have due regard to:

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

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

Although there is no longer automatic portability from school to school with regards to pay point, the Governing Body of Hunslet Carr will honour portability from school to school with regard to pay point; which means the school will not restrict the pay available for appointees to vacant classroom teacher posts other than the lower limit of the MPR and the upper limit of the UPR.

Existing main scale teachers 1st September 2017

The Governing Body will retain a pay structure with 6 points that mirrors the existing MPS range for the year 2017/18 and will review this as appropriate.

The pay committee will use reference points set out below:

MPS1	£22917
MPS2	£24728
MPS3	£26716
MPS4	£28772
MPS5	£31039
MPS6	£33824

Annual pay progression is based on successful performance management. The pay committee will be advised by the Headteacher in making all such decisions and be able to justify them.

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

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

Teachers in their induction year will be awarded pay progression following successful completion of induction.

Threshold applications

From 1st September 2013 ANY qualified teacher can apply to be on Upper Pay scale. Schools will make individual decisions about pay should a teacher work in multiple schools.

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

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

For our school the process for applying to go through Threshold will make reference to the above criteria and consist of the following:

Applicants need to inform the Headteacher in writing that they are planning to apply to move to the upper pay scale one year before they wish to do so (and before their performance management targets are set) in order to set performance management targets appropriate to this level of whole school responsibility. This should be written on the pro forma found at Appendix 5.

These performance management targets and performance appraisal can then be used as part of the assessment procedure when deciding whether an applicant has made a substantial and sustained contribution to the wider school.

Further evidence as part of the assessment procedure is welcome and should be recorded on Appendix 6.

Assessment for the upper pay scale will be carried out by the Headteacher, including taking advice from the applicants appraiser at the completion of a performance management cycle. Successful applicants will be informed in writing and will receive back dated pay to September 1st of that given year.

Unsuccessful applicants have the right of appeal and should follow the procedure outline in section 1.5 of this document.

Existing Upper pay scale teachers 1st September 2017

Upper scale pay range has minimum value **£35,927** and a maximum value **£38,633**.

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

UPS1 £35,927

UPS2 £37,258

UPS3 £38,633

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

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

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

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

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

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

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

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

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

Part-Time Teachers

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

The salary and allowances, if any, of any person appointed as a part-time teacher must be determined in accordance with the pro-rata principle. Part-time teachers entitlement to PPA time will be a minimum of 10% of their timetabled teaching week.

Short Notice / Supply Teachers

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

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

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

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

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

Instructors (Unqualified teachers)

The governing body, will, when determining on which point to place Instructors on the unqualified teachers' pay scale when they are appointed, take account of any relevant qualifications and experience.

Minimum value **£16,626** and Maximum value **£26,295**

Pay on appointment will have due regard to:

- Relevant Qualifications
- Relevant Experience

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

Existing unqualified teachers 1st September 2017

Unqualified Teachers pay range has minimum value **£16,626** and a maximum value **£26,295**.

The pay committee will use reference points set out below:

UQ1 £16,626

UQ2 £18,560

UQ3 £20,492

UQ4 £22,426

UQ5 £24,361

UQ6 £26,295

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

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

Additional Allowance to Unqualified teachers

The governing body will consider additional payments in line with paragraph 22 STPCD as outlined below:

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

Or

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

Instructors Employed on Employment Based Routes into Teaching

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

Recognition of Qualified Teacher Status (QTS)

On obtaining QTS salary will be transferred from UQ to MPS range in line with paragraph 18 STPCD.

Qualified Teacher Learning and Skills (QTLS) status

From 1 April 2012, further education teachers who have been awarded QTLS by, and are members of, the Institute for Learning (IfL) will be recognised as qualified teachers in schools. This allows them to be appointed to permanent posts and they will be paid on the qualified teacher's pay scale (MPS). In order to continue to be recognised as a qualified school teacher, a QTLS holder must maintain their IfL membership.

Pay progression

The governing body determine the annual pay budget taking account paragraph 19 (STPCD 2015).

It will agree to allocate sufficient funds in the school budget to allow for the best teachers to make more rapid progress.

Headteacher

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

- A sustained period of leaderships where the head has covered the roles of several members of the SLT
- A substantial and sustained improvement in several key areas of school improvement

Deputies and Assistant Heads

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

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

Leading Practitioners

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

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

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

Allowances and Other Discretionary Payments

Teaching and Learning Responsibility Payments (TLRs)

Teaching and Learning Responsibility (TLR) Value

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

TLR2s will be awarded to the following values:

£2,874 for TLR 2a

£4,797 for TLR2b

TLR1s will be awarded to the following value:

There are not TLR1s on the staffing structure

TLR3s will be awarded to the following value:

TLR3s will be awarded after consideration of the specific project, time and responsibility and will range from £1000 to £2500

Criterion and Factors for Award of Teaching and Learning Responsibility Payments

Criterion

A Teaching and Learning Responsibility payment ("TLR") may be awarded to a classroom teacher in accordance with paragraph 20 STPCD and section 3 of the guidance.

TLR 1 or 2 will be for undertaking a sustained additional responsibility in the context of the school's staffing structure for the purpose of ensuring the continued delivery of high-quality teaching and learning for which s/he 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, for example, cover for secondments, maternity or sick leave or vacancies pending permanent appointment.

TLR3 may be awarded for school improvement projects or one off externally driven responsibilities for a discrete period of time. The governing body will set out in writing, at the outset, to the teacher the duration of the fixed term, and the amount to be paid in monthly instalments. TLR3 payments should not be used to replace or otherwise limit teachers' pay progression on the main, upper or leading practitioner pay ranges.

No safeguarding will apply in relation to TLR3s.

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

A TLR1 or 2 is a payment integral to a permanent post in the school's staffing structure and therefore may only be held by two or more people when job-sharing that post. TLR1 or 2 awarded to part-time teachers **must** be paid pro-rata at the same proportion as the teacher's part-time contract. (Paragraph 38 STPCD)

Factors

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

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

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

Values

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

- the annual value of a TLR1 is **£7,699 - £13,027**;
- the annual value of a TLR2 is **£2,667 - £6,515**
- the annual value of a TLR3 is **£529 - £2630** for a clearly defined period

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

Details of TLRs to be awarded at the school will depend on the outcome of the review of the staffing structure and the timing of introduction will be in line with the implementation plan.

A teacher may not hold a TLR 1 and a TLR2 concurrently; however a teacher in receipt of either a TLR1 or 2 may also hold a concurrent TLR3.

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

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

Special Educational Needs Allowances

With effect from 1 September 2010 the relevant body must award a SEN allowance of no less than **£2,106** and no more than **£4,158** per annum to a classroom teacher-

- (a) in any SEN post that requires a mandatory SEN qualification (since 1 September 2009 all SENCOs are required to hold the National Award for SEN Co-ordination unless they had been in post for at least 12 months prior to this date);
- (b) in a special school;

- (c) who teaches pupils in one or more designated special classes or units in a school or, in the case of an unattached teacher, in a local authority unit or service;
- (d) in any non-designated setting (including any PRU) that is analogous to a designated special class or unit, where the post-
- (i) involves a substantial element of working directly with children with special educational needs;
 - (ii) requires the exercise of a teacher's professional skills and judgement in the teaching of children with special educational needs; and
 - (iii) has a greater level of involvement in the teaching of children with special educational needs than is the normal requirement of teachers throughout the school or unit within the school or, in the case of an unattached teacher, the unit of the service.

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

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

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

- The SENCo is awarded a TLR2a of £2,667 and therefore receives a higher amount than the recommended spot allowance of £2,106

Special Educational Needs Allowances and Teaching and Learning Responsibility

Payments Combined

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

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

OTHER PAYMENTS

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

a) Continuing Professional Development

continuing professional development undertaken outside of the school day.

b) Initial Teacher Training Activities

Activities that may attract payment include:

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

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

- preparing course materials; undertaking the marketing, finance and administration of the course; and taking responsibility for the well-being and tuition of initial teacher training students.

c) Out-Of-School Learning Activities

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

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

Provision of Services by the Head Teacher

The relevant body has discretion to make payments to Head Teachers who provide an external service to one or more additional schools, and also to any of the school's teachers whose post acquires additional responsibility as a result of the Head's activities. Payments are not automatic and must take account of (Paragraphs 10.1 to 10.4 and 25, 27 STPCD).

Recruitment and Retention Payments

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

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

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

See summary of changes document for Headteacher, Deputy and assistant posts.

Honoraria

The governing body will not pay any honoraria to any member of the teaching staff for carrying out their professional duties as a teacher.

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

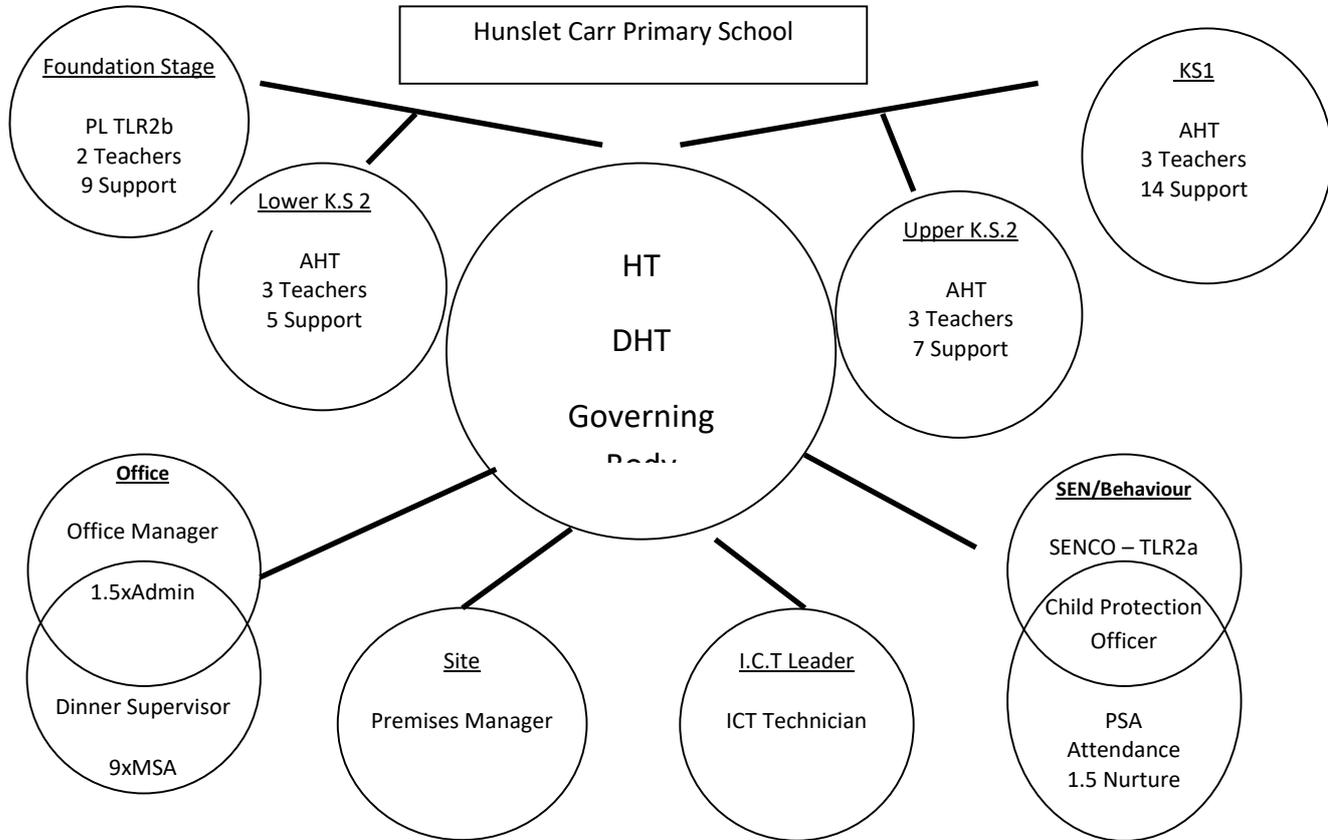
Review of Policy

The pay policy will be monitored and reviewed on an annual basis.

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

Appendix

Appendix 1 School Staffing Structure



Appendix 2

Procedure For The Hearing Of An Appeal Against a Pay Determination

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

1. The Chair shall introduce those present, explain the procedure to be used and ensure that it is agreed by the employee and/or his/her representative.
2. The management representative shall present his/her case and may call witnesses to clarify the evidence.
3. The employee and/or his/her representative may raise questions of the management representative.
4. The employee and/or his/her representative shall present his/her case and may call witnesses to clarify the evidence.
5. The management representative may raise questions of the employee.
6. Where new evidence is presented both parties are to be given the opportunity to comment.
7. The Chair (and through him/her the other Governors, if appropriate) may question either side and any witnesses called at any time.
8. The employee or his/her representative shall be given an opportunity to sum up his/her case.
9. The management representative shall be given an opportunity to sum up his/her case.
10. The Chair shall ask both parties to leave while the decision is made, only recalling the two parties to clear points of uncertainty on evidence already given.
11. The Chair shall recall the two sides and give the decision. He/she shall explain the reasons for the decision. Alternatively he/she may inform the employee that the decision will be made known to her/him within three working days. The Chair shall explain that the decision and reasons shall be confirmed in writing.

The order of the proceedings may be augmented at appropriate stages.

Appendix 3

MODEL AGREEMENT FOR PART TIME TEACHER'S WORKING TIME

This model agreement is intended to record clearly the agreed terms of each part time teacher's working time obligations, in terms of teaching and non-teaching activities, in order to ensure that any subsequent uncertainty or dispute is avoided and that every part time teacher's pay reflects the full extent of their work.

Name

Days of Work

Monday am Monday pm
Tuesday am Tuesday pm
Wednesday am Wednesday pm
Thursday am Thursday pm
Friday am Friday pm

Teaching Duties

Teaching

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

Monday am Monday pm
Tuesday am Tuesday pm
Wednesday am Wednesday pm
Thursday am Thursday pm
Friday am Friday pm

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

PPA and Non-Contact Time

- PPA & non-contact time will be pro-rata to that for full-time teachers in similar positions and will be for hours/periods per week.

Non-Teaching Duties

Registration

- Be responsible for registering a class on every working day morning and/or afternoon.
- Be available for other duties as reasonably directed.

Assemblies and Mid-Session Breaks

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

Staff/Departmental Meetings

- Attend staff meetings only on days normally worked.

Parental Consultation Meetings & Open Meetings

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

INSET/non-pupil days

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

Changes to these Arrangements

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

Signed: Teacher

Appendix 4

Equality, Diversity, Cohesion and Integration Screening

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

A **screening** process can help judge relevance and provides a record of both the **process** and **decision**. Screening should be a short, sharp exercise that determines relevance for all new and revised strategies, policies, services and functions.

Completed at the earliest opportunity it will help to determine:

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

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

1. Title:		
Is this a:		
<input type="checkbox"/>	Policy	
If other, please specify		
2. Please provide a brief description of what you are screening		
3. Relevance to equality, diversity, cohesion and integration		
All the school's policies affect service users, employees or the wider community – city wide or more local. These will also have a greater/lesser relevance to equality, diversity, cohesion and integration.		
The following questions will help you to identify how relevant your proposals are.		
When considering these questions think about age, carers, disability, gender reassignment, race, religion or belief, sex, sexual orientation and any other relevant characteristics (for example socio-economic status, social class, income, unemployment, residential location or family background and education or skills levels).		
Questions	Yes	No

Is there an existing or likely differential impact for the different equality characteristics?		
Have there been or likely to be any public concerns about the policy or proposal?		
Could the proposal affect how services are organised, provided, located and by whom?		
Could the proposal affect our workforce or employment practices?		
Does the proposal involve or will it have an impact on <ul style="list-style-type: none"> • Eliminating unlawful discrimination, victimisation and harassment • Advancing equality of opportunity • Fostering good relations 		

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

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

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

- **How have you considered equality, diversity, cohesion and integration?**

(**think about** the scope of the proposal, who is likely to be affected, equality related information, gaps in information and plans to address, consultation and engagement activities (taken place or planned) with those likely to be affected)

- **Key findings**

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

- **Actions**

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

5. Governance, ownership and approval

Please state here who has approved the actions and outcomes of the screening

Name	Job title	Date

6. Publishing

This screening document will act as evidence that due regard to equality and diversity has been given.

For record keeping purposes a copy will be kept on file with a copy of the policy and one with the governor minutes.

Date screening completed	
Date agreed at Governors	

Appendix 5 Application pro forma for progression to upper pay scale

Name of Applicant:	
Date of application:	NB: Must be before Oct 31st or applicants review meeting
Current point on main pay scale:	
Please give details of significant and sustained performance that has contributed to the wider school aims in the last year:	
Please give suggestions where you feel you can show significant and sustained performance that will contribute to the wider school aims in the coming year:	
Are there any other points you wish to be considered when applying for the upper pay scale?	
Applicant's signature:	

For the Headteacher or appraiser:

Date the application was received:	
Performance management targets set as a result of this application:	
Headteacher or appraiser's signature:	

Appendix 6 Evidence pro forma for progression to upper pay scale

Name of Applicant:	
Date of application:	NB: Must be before Oct 31 st or applicants review meeting
Current point on main pay scale:	
Did you successfully meet your performance management targets in this round of appraisals?	
If you answered 'YES' to the previous question then please give more details below. If you answered 'NO' to the previous question then you can't be considered during this cycle.	
Please give detailed evidence of significant and sustained performance that contributed to the wider school aims in the previous two years: <i>Where possible you should refer to:</i> <i>Which wider school aims did you support?</i> <i>What specific actions did you take?</i> <i>Why did you take these actions?</i> <i>What impact did <u>you</u> have on the wider school aims as a result of <u>your</u> work?</i>	
Are there any other points you wish to be considered when deciding whether you have met the standards for moving to the upper pay scale?	
Applicant's signature:	

For the Headteacher or appraiser:

Did the applicant successfully pass their performance management in the latest cycle?	
Did the applicant meet the standards of making a substantial and sustained contribute to the school in the latest cycle?	
On this basis do you recommend that the application is successful?	
Headteacher or appraiser's signature:	

Appendix 7 - **Discretionary leadership reference points**

Where a head teacher is paid within the school's headteacher group range, she/he must not be paid above the top point of this range,

The STPCD sets out the limits on head teachers' pay for each of the eight school groups. These apply unless the governing body has exercised its discretion, in accordance with the STPCD, to exceed these limits.

See notes below for leadership group teachers who were at the maximum of their individual pay ranges in 2016/17 and whose pay point coincided with the maximum of the relevant school group range.. Where this is the case, the maximum point of their individual pay range from September 2017, assuming no other adjustments are being made, will be as set out below.

Notes:

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

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

* - scale points to be used unless the above applies

Minimum	L1	39374
	L2	40360
	L3	41368
	L4	42398
	L5	43454
	L6	44544
	L7	45743
	L8	46799
	L9	47967
	L10	49199
	L11	50476
	L12	51639
	L13	52930
	L14	54250
	L15	55600
	L16	57077
	L17	58389
	L18#	59264
	L18*	59857
	L19	61341
	L20	62863
	L21#	63779
	L21*	64417
	L22	66017
	L23	67652
	L24#	68643
	L24*	69330
	L25	71053

	L26	72810
	L27#	73876
	L27*	74615
	L28	76466
	L29	78359
	L30	80310
	L31#	81478
	L31*	82293
	L32	84339
	L33	86435
	L34	88571
	L35#	89874
	L35*	90773
	L36	93020
	L37	95333
	L38	97692
	L39#	99081
	L39*	100072
	L40	102570
	L41	105132
	L42	107766
maximum	L43	109366

