



# STEPHEN HAWKING SCHOOL

## Pay Policy

(Date agreed by LA and TU's:- September 2018)

<b>Document Control</b>		
<b>Draft Issued</b>	October 2019	
<b>Author</b>	LBTH Policy/Lisa Payne	SBM
<b>Draft Approval</b>	Jennie Bird	Head Teacher
<b>Signed off by</b>	Full Governing Body 08 <sup>th</sup> October 2019 Chair:	
<b>Review Date</b>	October 2020	
<b>Review Cycle</b>	Annual	

## Contents

<b>1. Introduction</b>	<b>3</b>
<b>2. London Living Wage</b>	<b>4</b>
<b>3. Support Staff</b>	<b>4</b>
<b>TEACHING STAFF</b>	
<b>4. Responsibilities</b>	<b>5</b>
<b>5. Annual Pay Award</b>	<b>5</b>
<b>6. Pay Reviews</b>	<b>6</b>
<b>7. Basic Pay Determination on Appointment</b>	<b>6</b>
<b>8. Pay Progression Based on Performance</b>	<b>7-8</b>
<b>9. Movement to the Upper Pay Range</b>	<b>9</b>
<b>10. Leading Practitioner Posts</b>	<b>10</b>
<b>11. Part-time Teachers</b>	<b>11</b>
<b>12. Short Notice/Supply Teachers</b>	<b>11</b>
<b>13. Leadership Roles</b>	<b>11-14</b>
<b>14. Pay Increases Arising from Changes to STPCD</b>	<b>15</b>
<b>15. Discretionary Allowances and Payments</b>	<b>16-17</b>
<b>16. Other Payments</b>	<b>18</b>
<b>17. Safeguarding</b>	<b>19</b>
<b>18. Appeals</b>	<b>19</b>
<b>19. Monitoring the Impact of the Policy</b>	<b>19</b>
<b>APPENDICES</b>	
<b>1 – Remit for the Pay Committee of the Governing Body</b>	<b>20-21</b>
<b>2 – Schools Job Evaluation Process for Support Staff</b>	<b>22-23</b>
<b>3 – Upper Pay Range Application Form</b>	<b>24-27</b>
<b>4 – Upper Pay Range Progression Criteria</b>	<b>28</b>
<b>5 – Assessment Criteria for Leading Practitioners</b>	<b>29-33</b>
<b>6 – Model Appeals Procedure</b>	<b>34-36</b>

## London Borough of Tower Hamlets Model Pay Policy for Schools

The Model Policy was agreed between the Local Authority and Trade Unions on (TBC). *The Local Authority will apply this policy to any directly employed staff on teachers' terms and conditions.*

The Governing Body of Stephen Hawking School adopted this policy on 8 October 2019

*This document is entirely consistent and compliant with the revised statutory provisions for teachers' pay due to take effect from 1 September 2019.*

*The pay scales in this model policy will be amended annually to reflect the outcome of the STRB processes in relation to recommended pay increases (see section 6 of this policy).*

### 1. INTRODUCTION

This policy sets out the framework for making decisions on teachers' pay. It has been developed to comply with current legislation and the requirements of the School Teachers' Pay and Conditions Document (STPCD) and has been consulted on with staff and/or the recognised trade unions. In adopting this pay policy the aim is to:

- maximise the quality of teaching and learning at the school
- support the recruitment and retention of a high quality teacher workforce
- enable the school to recognise and reward teachers appropriately for their contribution to the school
- help to ensure that decisions on pay are managed in a fair, just and transparent way.

Pay decisions at this school are made by the pay committee of the Governing Body. The responsibilities of the Pay Committee and Governing Body are attached as Appendix 1. Staff Governors will not take part in any discussions or decisions about the pay of individual employees of the School.

The School is open, honest and transparent in dealing with pay and performance matters and will ensure any concerns are addressed promptly as they arise. The budget setting process will not be used to restrict decisions about an individual's pay progression.

This document is to be read in conjunction with the following:

The school Teachers' Pay and Conditions Document (STPCD). A copy of the latest version may be found on line at <https://www.gov.uk/government/publications/school-teachers-review-body-29th-report-2019>

- i) The National Pay and Conditions of Service applicable to Local Government Employees (The Green Book)
- ii) The National Conditions of Service for School Teachers (The Burgundy Book)
- iii) The Tower Hamlets Single Status Agreement
- iv) The relevant local collective agreements and conditions of service, including the pay formula for Term Time only support staff.

## **2. LONDON LIVING WAGE**

The school supports the Council's policy to pay employees an hourly rate no lower than the London Living Wage as defined by the Mayor of London. Contractors are encouraged to commit to paying the London Living Wage to the staff they employ to provide services to the school.

## **3. SUPPORT STAFF**

The pay committee notes its powers to determine the pay of support staff in accordance with paragraph 17 and 29 of the School Staffing (England) Regulations 2009 and Chapter 7 of the associated guidance. The pay committee will determine the pay grade of support staff on appointment, in accordance with the scale of grades currently applicable in relation to employment with the LA, which the pay committee consider appropriate for the post. In reaching its determination, the pay committee will consider the advice of the LA, but will not consider itself bound by that advice. The Local Authority's job evaluation process for schools is set out in **Appendix 2** of this policy.

The job evaluation scheme for support staff should be used as a grading reference when duties change or the governing body reviews salaries for support staff. Account will be taken of Single Status and the normal pay ranges determined by the Council when assessing grading levels. Schools should have clear arrangements on the payment of honoraria to support staff, including the situations in which they are paid, how they are calculated, their duration and when they are reviewed. Honoraria payments that continue on an indefinite basis create equal pay risks. Consideration should be given to adding duties and responsibilities that are required over a long period of time to job descriptions, so they can be evaluated to determine the appropriate grade.

## TEACHING STAFF

---

### 4. RESPONSIBILITIES

The Head teacher will:

- develop clear arrangements for linking appraisal to pay progression and consult with staff and school union representatives on the appraisal and pay policies;
- submit any updated appraisal and pay policies to the governing body for approval;
- ensure that effective appraisal arrangements are in place and that any appraisers have the knowledge and skills to apply procedures fairly;
- submit pay recommendations to the governing body and ensure the governing body has sufficient information upon which to make pay decisions;
- ensure that teachers are informed about decisions reached; and that records are kept of recommendations and decisions made.

A teacher will:

- engage with appraisal; this includes working with their appraiser to ensure that there is a secure evidence base in order for an annual pay determination to be made;
- keep records of their objectives and review them throughout the appraisal process;
- share any evidence they consider relevant with their appraiser;
- ensure they have an annual review of their performance

### 5. ANNUAL PAY AWARD

**The September 2019 STPCD published by DfE reflected the recommendations of the STRB's Report to award a 2.75% uplift to the following:**

- **the minima and maxima of the Main Pay Scale,**
- **the minima and maxima of the Upper Pay Scale,**
- **the minima and maxima of the Unqualified teacher scale**
- **the Leading Practitioner pay range.**
- **the Leadership pay ranges (including headteacher groups)**
- **TLRs**
- **SEN Allowances**

**These up lifts have been applied to all points within the relevant pay scales/ranges and allowances. This is in accordance with custom and practice within Tower Hamlets Schools and agreed by the Schools Trade Union Forum in consultation with Headteachers representatives.**

## 6. PAY REVIEWS

**The Governing Body will ensure that each teacher's salary is reviewed annually, with effect from 1 September and no later than 31 October each year, and that all teachers are given a written statement setting out their salary and any other financial benefits to which they are entitled.**

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.

**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.**

## 7. BASIC PAY DETERMINATION ON APPOINTMENT

The Governing Body will determine the pay range for a vacancy prior to advertising it. For Classroom Teachers, the school should state in the advert if an appointment will only be made on the Main Pay Scale. On appointment it will determine the starting salary within the range advertised to be offered to the successful candidate.

The Governing Body undertakes that it will not restrict the pay range advertised for starting salary other than the minimum or maximum of the pay scale advertised for the role. For Classroom Teachers this will be the full range of the Main Pay Scale or Upper Pay Range as set out in this policy.

When Classroom Teacher posts are advertised for an initial appointment to be made on the Main Pay Scale, pay progression prospects must not be restricted. Once in post, an application can be submitted for progression to the Upper Pay Range as set out in Section 8 of this policy.

The school is committed to the principle of pay portability and will apply this principle in practice when making all new appointments. On appointment, Classroom Teachers moving from one school to another on the same pay scale will be placed on the same or higher pay point to ensure their current salary is not reduced.

Starting salary should reflect any pay progression a Teacher would have received on 1st September if they had remained in their previous post. Teachers appointed to new roles on the same pay scale part way through an academic year and placed on a higher pay point will be considered for progression at the end of the next full appraisal cycle.

Teachers that return from a career break will be appointed on the pay scale at the same pay point they were on prior to their break. The school will take into account other relevant experience for those joining the teaching profession on the basis of 1 additional point for every 3 years.

## Classroom Teacher Posts

The Governing Body has established the following pay scales for classroom teacher posts on the Main Pay Scale and Upper Pay Range and for Unqualified Teachers.

Main Pay Scale	Upper Pay Range	Unqualified Teachers
1Minimum £30,480	1 Minimum £45,713	1Minimum £22,237
2 £32,067	2 £47,958	2 £24,290
3 £32,738	3 Maximum £49,571	3 £26,347
4 £35,496		4 £28,403
5 £38,228		5 £30,458
6Maximum £41,483		6Maximum £32,515

## 8. PAY PROGRESSION BASED ON PERFORMANCE

Teaching staff will be expected to achieve challenging targets in line with the school's aspirations. It is recognised that there may be circumstances beyond a teacher's control that mean they cannot do so. Failure to fully achieve a target or objective set during the performance management/appraisal process will not automatically exclude a teacher from progressing up the pay scale.

In this school all teachers can expect to receive regular, constructive feedback on their performance 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.

**Decisions regarding pay progression will be made with reference to the teachers' appraisal reports and the pay recommendations they contain. In the case of NQTs, whose appraisal arrangements are different, pay decisions will be made by means of the statutory induction process.**

Teachers' appraisal reports will, where the appraiser is not the head teacher, contain a pay recommendation to the head teacher, which the head teacher will take into account when making his/her recommendation to the governing body. Where there is a difference in the pay recommendation (between that of the appraiser and the head teacher) the governing body will be made aware by the head teacher of the appraiser's recommendation

To be fair and transparent, assessments of performance will be properly rooted in evidence. In this school we will ensure fairness by collating evidence over the year (see Appraisal policy). Appraisal moderation meetings for appraisers are held before and after each cycle of reviews to quality assure and moderate assessment and objectives set.

The evidence used will be only that available through the performance management/appraisal process and can include the school's self-review process.

Teachers' appraisal reports will contain pay recommendations. Final decisions about whether or not to accept a pay recommendation will be made by the Governing Body, having regard to the appraisal report and taking into account advice from the senior leadership team. The Governing Body will ensure that appropriate funding is allocated for pay progression at all levels.

Teachers on the Main Pay Scale, Upper Pay Range, Leading Practitioners and Unqualified Classroom Teachers will be awarded pay progression from 1st September following each successful annual performance management/appraisal review.

For all these teaching staff, reviews will be deemed to be successful if they are assessed as having made good progress against their objectives (please see Section 12.3 below for pay progression for Leadership Posts). Assessment must take place as set out in the school's Appraisal policy.

Failing to fully meet a particular objective or a single unsatisfactory lesson observation will not automatically prevent progression. Appraisers must take into account all relevant circumstances when assessing performance. If there are any significant changes in circumstances that mean there is no longer a reasonable prospect of achieving objectives originally set, they must be reviewed and the teacher assessed against the new objectives.

When Appraisers have concerns about standards of performance that could potentially result in a recommendation of no pay progression, they must be discussed with the teacher as soon as possible. Concerns should be recorded during the regular supervision process. The teacher will be informed that the non-award of progression is a possibility if the concerns are not sufficiently addressed by the end of the annual appraisal cycle. The required improvements to become eligible must be clearly set out, support measures to achieve them put in place by the school as soon as reasonably practical to do so and the teacher given a fair opportunity to demonstrate the improvement. This does not necessarily mean that the informal or formal stages of the Capability Procedure need to have been commenced.

Appraisers must not delay informing teachers of performance concerns. Where concerns have existed and are not raised until the end of the academic year, this will be taken into account in the event an appeal is submitted against a pay progression decision.

Teachers who have an unsuccessful review will receive pay progression once the required standards and improvements are made. Progression in these circumstances will be awarded from the date the required standards and improvements were confirmed as being met and will not be backdated.



Teachers who are not present at the time of the annual appraisal, for example, due to maternity or adoption leave or long-term sickness absence will have their appraisal undertaken on their return to work based on evidence of their performance prior to their absence. If successful, progression will be backdated to 1 September to ensure they suffer no detriment.

Classroom teachers in their induction year will be awarded pay progression on the successful completion of induction.

## **9. MOVEMENT TO THE UPPER PAY RANGE**

### **9.1 Applications and Evidence**

Any qualified teacher on the Main Pay Scale can apply to be paid on the upper pay range and **any such application must be assessed in line with this policy**. It is the responsibility of the teacher to decide whether or not they wish to apply to be paid on the upper pay range. As part of the annual appraisal process, Appraisers will ask Teachers on the Main Pay Scale to confirm whether they intend to apply and take this into account when setting objectives.

One application may be submitted annually. The application should be submitted by the teacher to the appraiser at the performance management/appraisal planning meeting; however, exceptions will be made in particular circumstances, e.g. those teachers who are on maternity leave or who are currently on sick leave.

Applications may be made once a year. When teachers wish to be assessed, they should notify their appraiser in writing using the application form (as at **Appendix 3**) which should be submitted by the teacher to the appraiser at the performance management/appraisal planning meeting. The teacher's application will be appended to their performance management/appraisal planning statement.

The evidence to be used will be only that available through the performance management/appraisal process and can include the school's self-review process.

If a teacher is simultaneously employed at another school(s), they may submit separate applications if they wish to apply to be paid on the upper pay range in that school or schools. This school will not be bound by any pay decision made by another school.

### **9.2 The Assessment**

**An application from a qualified teacher will be successful where the Governing Body is satisfied that:**

- 1. the teacher is highly competent in all elements of the relevant standards; and**
- 2. the teacher's achievements and contribution to the school are substantial and sustained.**

For the purposes of this pay policy, the Governing Body will be satisfied that the teacher has met the expectations for progression to the Upper Pay Range where an assessment confirms she/he meets the Upper Pay Range criteria (**see Appendix 4**), using evidence from the two most recent performance management/appraisal reviews.

Teachers who indicate they intend to submit an application for assessment will be supported in making sure that they have the opportunity to demonstrate their ability to meet the criteria during the relevant appraisal cycles.

Where an application is unsuccessful the teacher will be given feedback, support and professional development opportunities to help them address any criteria they are not considered to have met, so that they can make a successful application in the future.

A teacher's appointment to the Upper Pay Range will continue while they remain at the school unless she/he is promoted onto the Leading Practitioner or Leadership scale.

### **9.3 Processes and procedures**

The outcome of applications will be given in writing by 31 October each year. Successful applications will result in the teacher progressing to the first point of the Upper Pay Range from 1 September. If unsuccessful, feedback will be provided by the head teacher as soon as possible and at least within 5 working days of the decision; and will cover the reasons for the decision and the appeals arrangements available to the teacher. Any appeal against a decision not to move the teacher to the upper pay range will be heard under the procedure set out in **Appendix 6** of this policy.

## **10. LEADING PRACTITIONER POSTS**

The governing body will take account of the STPCD when determining the role of Leading Practitioners in this school. Additional duties will be set out in the job description of the leading practitioner and will include:

3. a leadership role in developing, implementing and evaluating policies and practices in the school that contribute to school improvement;
4. the improvement of teaching schools within school *[and within the wider school community]* which impact significantly on pupil progress;
5. improving the effectiveness of staff and colleagues, particularly in relation to specific areas such as *[insert]*

The Governing Body will determine whether to establish Leading Practitioner posts and assess all teachers previously employed in the school as Advanced Skills Teachers (AST) or Excellent Teachers (ET) against the school's criteria. If successful, they will be paid at a scale point which maintains that teacher's previous pay entitlement plus any pay progression which they would have received had they remained in an AST or ET post.

Leading Practitioner posts may be established for teachers whose primary purpose is the modelling and leading of improvement of teaching skills, where those duties fall outside

the criteria for the TLR payment structure.

The school's criteria for Leading Practitioner posts is set out in **Appendix 5**.

<b>Leading Practitioner Pay Range</b>	
Minimum	£49,065
Maximum	£70,540

Note: The minimum and maximum of this range equate to the minimum of the Leadership Range and to recommended Leadership Range scale point L18. Schools wishing to use pay scale points on this range might therefore decide to use points L1 to L18.

### **Pay on appointment**

The pay committee will determine a pay range as mentioned above. Currently there are no Leading Practitioner roles in the school.

## **11. PART-TIME TEACHERS**

Teachers employed on an on-going basis at the school but who work less than a full working week are deemed to be part-time. The Governing Body will give them a written statement detailing their working time obligations and the standard mechanism used to determine their pay, subject to the provisions of the statutory pay and working time arrangements and by comparison with the school's timetabled teaching week for a full-time teacher in an equivalent post. Any additional hours worked by agreement from time to time will be paid at the same rate

## **12. SHORT NOTICE/SUPPLY TEACHERS**

Teachers employed on a day-to-day or other short notice basis will be paid on a daily basis calculated on the assumption that a full working year consists of 195 days; periods of employment for less than a day being calculated pro-rata.

## **13. LEADERSHIP POSTS**

### **13.1 Pay Ranges**

The Governing Body will ensure that the process of determining the remuneration of the Head teacher, Deputies and Assistant Head Teachers is fair and transparent. A written record will be made which will set out the rationale of the reasoning behind the determination of the pay range and any discretionary payments made to those in Leadership Posts.

The Governing Body will follow statutory guidance on determining the school group size and consequential pay range, where a head teacher is permanently responsible and accountable for more than one school and on determining the pay of a head teacher temporarily accountable for more than one school.

### Leadership Group Pay Range 2019 – Annual Salary

Leadship Group Pay Range 2019	
Minimum	£48,824
Maximum	£121,749

### Annual pay ranges for head teachers 2019

	Inner London Area £
<b>Group 1</b>	£54,223 - £69,499
<b>Group 2</b>	£56,576- £74,208
<b>Group 3</b>	£60,404 - £79,280
<b>Group 4</b>	£64,344 - £84,731
<b>Group 5</b>	£64,344 - £84,731
<b>Group 6</b>	£74,949 - £101,421
<b>Group 7</b>	£80,074 - £111,020
<b>Group 8</b>	£87,512 - £121,749

**Notes for Governing Bodies:** From 1 September 2014, the 43 point leadership pay spine was removed from the STPCD and replaced by a "leadership pay range" (the minimum and maximum of the range are expected to coincide with the minimum and maximum of the previous spine. Individual pay ranges for Headteachers, Deputies and Assistant Head Teachers will be determined by Governing Bodies and can be of whatever length the deemed appropriate and may or may not include fixed scale points. These new provisions for determining individual pay ranges will only apply automatically to new appointments or to existing posts following restructuring or changes to responsibilities.

The details of the provisions relating to the determination of individual pay ranges are as

follows:

6. Schools will continue to be placed into one of seven school groups according to the age and number of pupils.
7. The individual pay range for head teachers will be set within the overall leadership pay range and within one of seven broad pay ranges for each of the seven school groups. The individual pay range for deputy and assistant head teachers may be located anywhere within the overall leadership pay range. **(each Governing Body will need to determine the pay range for their school)**
8. Individual pay ranges for head teachers and for deputy and assistant head teachers may be of whatever length the Governing Body deems appropriate and may or may not include fixed scale points. The previous provisions requiring seven and five point pay scales respectively have been removed.
9. When determining an individual pay range, Governing Bodies need to take into account "all of the permanent responsibilities of the role, any challenges specific to the role and all other relevant considerations". The governing body will also need to allow appropriate scope within the individual pay range for performance based pay progression.
10. The Governing body can set the head teacher's pay range up to 25 per cent above the maximum of the pay range for that school group and, in exceptional circumstances and where supported by a business case, beyond that figure. (The former power to pay head teachers "up to two groups higher" than the school's group size was abolished in 2009.).
11. Discretionary payments to head teachers will continue to be permitted for "clearly temporary [additional] responsibilities or duties" which have not been previously taken into account when setting the individual pay range. These payments are limited to 25 per cent of pay other than in "wholly exceptional circumstances" (excluding payments for residential duties or for relocation purposes). Where the head teachers is already in receipt of discretionary payments which do not meet the new criteria they should continue to receive them until their individual pay range is reassessed (i.e. they move post or their role changes significantly).
12. The previous provisions prohibiting an overlap between the pay ranges for head teachers and other leadership teachers have been removed. The Governing body will determine appropriate pay differentials between leadership posts and with classroom teacher posts. Pay ranges of deputy and assistant head teachers should only overlap the pay range of the head teacher in "exceptional circumstances".

### **13.2 Re- Assessing the pay of the Leadership Team**

Where the Governing Body re-assesses a pay range of a Leadership Post, it will ensure that the process of determining the new remuneration is fair and transparent. There will be a written record made of the reasoning behind the determination.

Where a Leadership Post vacancy arises, the Governing Body will use the new provisions to determine the pay range for the post and consider whether it is appropriate to re-assess the pay of others in the Leadership Team. Similarly, pay ranges for existing post holders should be reviewed whenever a significant change in responsibilities occurs.

The Governing Body will follow the STRB recommendation to seek advice and use benchmarking data to assist them in taking decisions. For 2015-2016 the STRB recommended that the maxima of the overall leadership range and the headteacher ranges for the eight school groups should be frozen. This does not, however, require scale points corresponding to those values to be frozen in schools where they are not the maximum of the school's head teacher group range.

### **13.3 Pay Progression for Leadership Group Teachers**

Members of the Leadership Group will receive pay progression where there is evidence of sustained and high quality performance in respect of school leadership and management and pupil progress, having regard to the results of the most recent appraisal.

The Governing Body will ensure that Appraisers of those in Leadership Posts are informed promptly of any concerns about performance at an early stage and follow the principles set out in Section 7 above for providing support to achieve an improvement.

### **13.4 ACTING ALLOWANCES FOR LEADERSHIP GROUP TEACHERS**

Where Deputies or Assistant Head Teachers are required to act as Headteachers or Deputy Head Teachers for a period in excess of four weeks, they will receive allowances in order that their pay is equal to that of the substantive post holder.

Payment of acting allowances should be backdated to the day they assumed these duties. No pressure, direct or indirect, should be placed on Assistant Head Teachers to act up.

### **13.5 OTHER ALLOWANCES FOR LEADERSHIP TEACHERS**

Leadership teachers may be paid two other kinds of allowance:

13. recruitment / retention incentives; and,
14. additional payments for CPD undertaken outside the school day, activities relating to initial teacher training, participation in out-of-school hours learning activity, and additional responsibilities relating to involvement in supporting other schools.

The Governing Body will only make recruitment/retention payments to the Leadership

Teachers for reimbursement of housing or relocation costs (other recruitment/retention considerations should be reflected in the individual pay range).

Additional payments will only be made in respect of temporary or time limited activity (any permanent responsibilities should also be taken into account when setting the individual pay range).

#### **14. PAY INCREASES ARISING FROM CHANGES TO THE STPCD**

The school will award the outcome of the School Teachers' Review Body (STRB) pay review process to all pay points and allowances for all teachers

#### **15. DISCRETIONARY ALLOWANCES AND PAYMENTS**

##### **15.1 Teaching & Learning Responsibility Payments (TLRs)**

The Governing Body pays TLR 1 and 2 payments to teachers as indicated in the attached staffing structure, in accordance with the 2019 STPCD as updated from time to time and the following levels and values will apply:

**TLR 2: the annual value of a TLR2 must be no less than £2,796 and no greater than £6,829**

The criteria for the award of TLR 2 payments are as follows:

Before awarding any TLR 2 payment, the Governing 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.

Teachers will not be required to undertake permanent additional responsibilities without payment of an appropriate permanent TLR1 or TLR2 payment.

**TLR 3: the annual value of a TLR3 must be no less than £555 and no greater than £2,757**

Before making any TLR3 payment, the Governing Body must be satisfied that the

responsibilities meet a, b and d of the above criteria; that they are being awarded for clearly time limited school improvement projects or externally driven responsibilities; and that the responsibilities are not a permanent or structural requirement which should instead be rewarded by means of a permanent TLR payment.

Where the Governing Body wishes to make TLR3 payments, the proposed responsibilities, level of payment (within the published range of **£555 and £2757**) and the duration of payment will be set out clearly and communicated to staff, at the outset including Trade Union Representatives at the school. Those teachers eligible to undertake them must be given an opportunity to express an interest in undertaking the duties. If more than one teacher expresses an interest in writing, informal interviews will take place.

The Governing Body will ensure that the use of TLR3 applies only to clearly time-limited school improvement projects or one-off externally driven responsibilities and where there is a genuine development or operational need. TLR3 payments will not be used to replace or otherwise limit teachers' pay progression on the Main, Upper or Leading Practitioner Pay Ranges. The duration of the fixed-term must be established at the outset and payment should be made on a monthly basis for the duration of the fixed-term. Although a teacher cannot hold a TLR1 and a TLR2 concurrently, a teacher in receipt of either a TLR1 or a TLR2 may also hold a concurrent TLR3.

## **15.2 Special Educational Needs (SEN) allowances**

The Governing Body will award SEN allowances in accordance with the criteria and provisions set out in the 2019 STPCD.

A SEN allowance of no less than **£2,209 and no more than £4,359** per annum is payable to a classroom teacher in accordance with the criteria and provisions set out in the 2019 STPCD.

The value of SEN allowances to be paid at the school will be:

on appointment all teachers will be awarded 1 point - £2,209

on appointment an experienced SEN teacher, or after working at the school for three years, will be awarded two points - £4,359

The relevant body must award a SEN allowance to a classroom teacher



1. in any SEN post that requires a mandatory SEN qualification and involves teaching pupils with SEN;
2. in a special school;
  - 2.1.1 who teaches pupils in one or more designated special classes or units in
  - 2.2.2 a school or, in the case of an unattached teacher, in a local authority unit or service;
3. in any non-designated setting (including any pupil referral unit) that is analogous to a designated special class or unit, where the post:
4. involves a substantial element of working directly with children with SEN;
5. requires the exercise of a teacher's professional skills and judgement in the teaching of children with SEN; and
6. has a greater level of involvement in the teaching of children with SEN 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 or service.
7. 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.
  - d. The relevant body must set out in its pay policy the arrangements for rewarding classroom teachers with SEN responsibilities

### **15.3 Acting allowances**

Where any teacher is required to act as head teacher, deputy head teacher or assistant head teacher for a period in excess of four weeks, s/he will receive an additional allowance in order that the total pay received is equal to that of the substantive post holder.

Payments will be backdated to the day on which the teacher assumed those duties. No pressure, direct or indirect, will be placed on teachers to act up where such acting up is voluntary on their part.

## **16. OTHER PAYMENTS**

### **16.1 Continuing professional development outside directed time; Initial teacher training activities; and Out-of-school learning activities**

The Governing Body may make additional payments to all teachers (including the head teacher) who agree to undertake such activities. Additional payments will be calculated at a daily or hourly rate with reference to each teacher's actual pay spine position or, where appropriate and following consideration by the Pay Committee, at a higher level reflecting the responsibility and size of commitment.

The arrangements that apply to residential trips are as follows: No additional payments will be made, however TOIL is arranged with individual members of staff

The Governing Body recognises that such activities are entirely voluntary and that some teachers' commitments will make it difficult for them to undertake such activities. Where teachers cannot attend CPD organised outside the school day, the school will endeavour to offer suitable alternative training arrangements within directed time in line with its commitment to equal opportunities. Twilight sessions are considered to form part of directed time.

### **16.2 Recruitment and retention incentives and benefits**

Where the Governing Body wishes to make recruitment and retention payments to teachers, the level, duration and criteria for such payments will be set out clearly in this policy. Such payments will be reviewed annually and there will be full consultation with union representatives before making any amendments.

### **16.3 Residential duties**

The Governing Body will make payments in respect of residential duties in accordance with the Joint National Council for Teachers in Residential Establishments national agreement.

### **16.4 Honoraria**

The Governing Body will not pay any honoraria to any member of the teaching staff for carrying out their professional duties as a teacher, recognising that there is no provision within the STPCD for the payment of bonuses or honoraria in any circumstances.

### **16.5 Chartered London Teachers**

Teachers who have registered their intention to apply for Chartered London

Teacher status may, when eligible, apply to the head teacher once per academic year for assessment against the standards set out in Annex 2 of the School Teachers' Pay and Conditions Document.

## **17. SAFEGUARDING**

The Governing Body will operate salary safeguarding arrangements in line with the provisions of the 2019 STPCD.

## **18. APPEALS**

The arrangements for considering appeals on pay determination are set out in **Appendix 6** of this policy.

## **19. MONITORING THE IMPACT OF THE POLICY**

The Governing Body 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 effect and the school's continued compliance with equalities legislation. Monitoring information will be shared and discussed with Trade Union Representatives.

## **APPENDIX ONE**

### **REMIT FOR THE PAY COMMITTEE OF THE GOVERNING BODY**

The Pay Committee will comprise at least three governors. All governors, excluding those employed at the school, will be eligible for membership of the Pay Committee and will be eligible to take part in any discussions (including those relating to individuals) where their interest is no greater than that of the generality of employees at the school.

#### **Establishment of the policy**

The Pay Committee is responsible for:

- establishing the policy, in consultation with the head teacher, staff and trade union representatives, and submitting it to the Governing Body for approval.

The Governing Body is responsible for:

- formal approval of the policy.

#### **Monitoring and review of the policy**

The Pay Committee is responsible for:

- reviewing the policy annually, in consultation with the head teacher, staff and trade union representatives; and submitting it to the Governing Body for approval.

The Governing Body is responsible for:

- considering an annual report, including statistical information, on decisions taken in accordance with the terms of the policy;

#### **Application of the policy**

The Headteacher is responsible for:

- ensuring that pay recommendations for the deputy and assistant head teacher(s), classroom teachers and support staff are made and submitted to the Pay Committee in accordance with the terms of the policy;
- advising the Pay Committee on its decisions; and
- ensuring that staff are informed of the outcome of decisions of the Pay Committee and of the right of appeal.

The Pay Committee is responsible for:

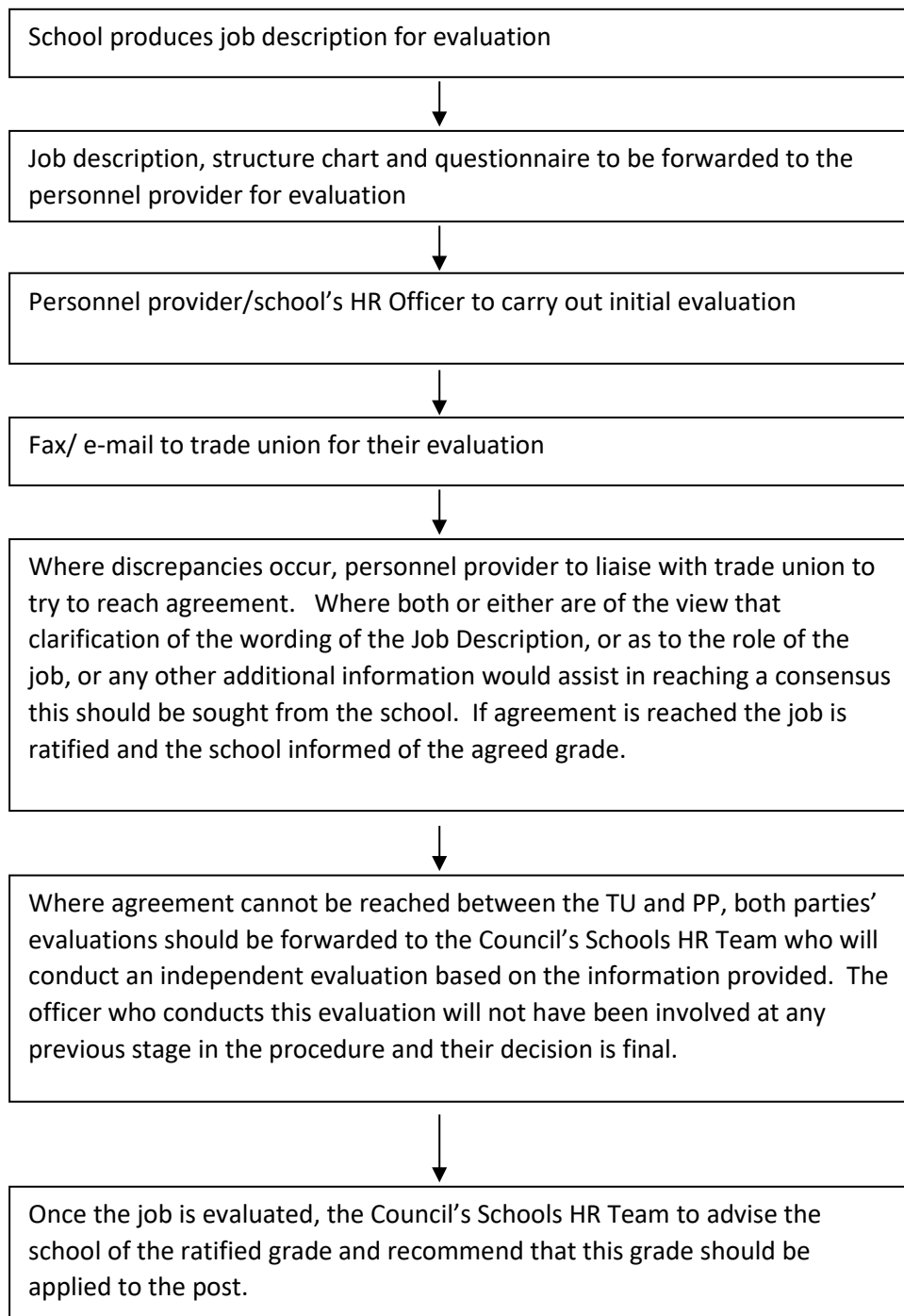
- taking decisions regarding the pay of the deputy and assistant head teacher(s), classroom teachers and support staff following consideration of the recommendations of pay reviewers and the advice of the head teacher;
- taking decisions regarding the pay of the head teacher following consideration of the recommendations of the governors responsible for the head teacher's performance review;
- submitting reports of these decisions to the Governing Body; and
- ensuring that the head teacher is informed of the outcome of the decision of the Pay Committee and of the right of appeal.

The Appeals Committee of the Governing Body is responsible for:

- taking decisions on appeals against the decisions of the Pay Committee in accordance with the terms of the appeals procedure of the policy.

## APPENDIX TWO

### Schools Job Evaluation Process for Support Staff



N.B. Although schools have accepted the principles of job evaluation, if the school or member of staff who is employed is dissatisfied with the grade they may decide to apply to Governors to increase the salary by using market supplements. This could create potential legal problems if it cannot be justified. The Council's Schools HR

team will advise of potential implications. This process is not part of the job evaluation procedure which is exhausted at the appeal stage.

**APPENDIX THREE**

**UPPER PAY RANGE APPLICATION FORM**

**Teacher's Details:**

Name \_\_\_\_\_

Post \_\_\_\_\_

**PM/Appraisal Details:**

Years covered by planning/review statements

Schools covered by planning/review statements

**Declaration:**

I confirm that at the date of this request for assessment to cross the threshold I meet the eligibility criteria and I submit performance management/appraisal planning and review statements covering the relevant period.

**Applicant's signature** \_\_\_\_\_

**Date** \_\_\_\_\_



### **Appendix 3a - Self-evaluation of performance against post threshold standards.**

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

- a) that the teacher is highly competent in all elements of the relevant standards; and
- b) that the teacher's achievements and contribution to the school are substantial and sustained. (draft STPC)

In this school, this means:

“highly competent”: the teacher's performance is assessed as having excellent depth and breadth of knowledge, skill and understanding of the Teachers' Standards in the particular role they are fulfilling and the context in which they are working.

“substantial”: the teacher's achievements and contribution to the school are significant, not just in raising standards of teaching and learning in their own classroom, or with their own groups of children, but also in making a significant wider contribution to school improvement, which impacts on pupil progress and the effectiveness of staff and colleagues.

“sustained”: the teacher must have had two consecutive successful appraisal reports in this school and have made good progress towards their objectives during this period (see exceptions, eg maternity/sick leave, in the introduction to this section). They will have been expected to have shown that their teaching expertise has grown over the relevant period and is consistently good to outstanding.

UPS teachers play a critical role in the life of the school. They provide a role model for teaching and learning, make a distinctive contribution to the raising of pupil standards and contribute effectively to the work of the wider team. They take advantage of appropriate opportunities for professional development and use the outcomes effectively to improve pupils' learning.

Applications will be considered from teachers following 2 successful appraisal reviews from Point 4 and maximum.

Name:

Date

1) Professional attributes	Comments	Evidence
Frameworks		
1.1 Contribute significantly, where appropriate, to implementing workplace policies and practice and to promoting collective responsibility for their implementation.		
<b>(2) Professional knowledge and understanding</b>		
Teaching and learning		
2.1 Have an extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise learning to provide opportunities for all learners to achieve their potential.		
Assessment and monitoring		
2.2. Have an extensive knowledge and well-informed understanding of the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those related to public examinations and qualifications.		
2.3 Have up-to-date knowledge and understanding of the different types of qualifications and specifications and their suitability for meeting learners' needs.		
Subjects and curriculum		
2.4 Have a more developed knowledge and understanding of their subjects/curriculum areas and related pedagogy including how learning progresses within them.		
Health and well-being		

2.5 Have sufficient depth of knowledge and experience to be able to give advice on the development and well-being of children and young people.		
<b>(3) Professional skills</b>		
Planning		
3.1 Be flexible, creative and adept at designing learning sequences within lessons and across lessons that are effective and consistently well-matched to learning objectives and the needs of learners and which integrate recent developments, including those relating to subject/curriculum knowledge.		
Teaching		
3.2 Have teaching skills which lead to learners achieving well relative to their prior attainment, making progress as good as, or better than, similar learners nationally.		
Team working and collaboration		
3.3 Promote collaboration and work effectively as a team member.		
3.4 Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback.		

Any additional comments

## **APPENDIX FOUR**

### **UPPER PAY RANGE PROGRESSION CRITERIA**

#### **(1) Professional attributes**

- 1.1 Contribute significantly, where appropriate, to implementing workplace policies and practice and to promoting collective responsibility for their implementation.

#### **(2) Professional knowledge and understanding**

- 2.1 Have an extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise learning to provide opportunities for all learners to achieve their potential.
- 2.2 Have an extensive knowledge and well-informed understanding of the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those related to public examinations and qualifications.
- 2.3 Have up-to-date knowledge and understanding of the different types of qualifications and specifications and their suitability for meeting learners' needs.
- 2.4 Have a more developed knowledge and understanding of their subjects/curriculum areas and related pedagogy including how learning progresses within them.
- 2.5 Have sufficient depth of knowledge and experience to be able to give advice on the development and wellbeing of children and young people.

#### **(3) Professional skills**

- 3.1 Be flexible, creative and adept at designing learning sequences within lessons and across lessons that are effective and consistently well-matched to learning objectives and the needs of learners and which integrate recent developments, including those relating to subject/curriculum knowledge.
- 3.2 Have teaching skills which lead to learners achieving well, relative to their prior attainment, making progress as good as, or better than, similar learners nationally.
- 3.3 Promote collaboration and work effectively as a team member.
- 3.4 Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback.

## **APPENDIX FIVE – ASSESSMENT CRITERIA FOR LEADING PRACTITIONERS – THIS IS AN INTERIM CRITERIA PENDING INDIVIDUAL SCHOOLS DEVELOPING THEIR OWN LOCALLY**

Teaching staff designated as Advanced Skills Teachers prior to 1 September 2013 will be assessed against the following standards:

### **PROFESSIONAL ATTRIBUTES**

#### **Frameworks**

**P1** Contribute significantly, where appropriate, to implementing workplace policies and practice and to promoting collective responsibility for their implementation.

**E1** Be willing to take a leading role in developing workplace policies and practice and in promoting collective responsibility for their implementation.

**A1** Be willing to take on a strategic leadership role in developing workplace policies and practice and in promoting collective responsibility for their implementation in their own and other workplaces.

#### **Personal professional development E2**

Research and evaluate innovative curricular practices and draw on research outcomes and other sources of external evidence to inform their own practice and that of colleagues.

### **Professional Knowledge and Understanding**

#### **Teaching and learning**

**P2** Have an extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise learning to provide opportunities for all learners to achieve their potential.

**E3** Have a critical understanding of the most effective teaching, learning and behaviour management strategies, and including how to select and use approaches that personalise learning to provide opportunities for all learners to achieve their potential.

#### **Assessment and monitoring**

**P3** Have an extensive knowledge and well-informed understanding of the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those related to public examinations and qualifications.

**P4** Have up-to-date knowledge and understanding of the different types of qualifications and specifications and their suitability for meeting learners' needs.

**E4** Know how to improve the effectiveness of assessment practice in the workplace, including how to analyse statistical information to evaluate the effectiveness of teaching and learning across the school.

## **Subject and Curriculum**

**P5** Have a more developed knowledge and understanding of their subject /curriculum area and related pedagogy including how learning progresses within them.

**E5** Have an extensive and deep knowledge and understanding of their subjects/curriculum areas and related pedagogy gained for example through involvement in wider professional networks associated with their subjects/curriculum areas.

## **Achievement and diversity**

**E6** Have an extensive knowledge on matters concerning equality, inclusion and diversity in teaching.

## **Health and well-being**

**P6** Have sufficient depth of knowledge and experience to be able to give advice on the development and well-being of children and young people.

## **Professional Skills**

### **Planning**

**P7** Be flexible, creative and adept at designing learning sequences within lessons and across lessons that are effective and consistently well-matched to learning objectives and the needs of learners and which integrate recent developments, including those relating to subject/curriculum knowledge.

**E7** (a) Take a lead in planning collaboratively with colleagues in order to promote effective practice (b) identify and explore links within and between subjects/curriculum areas in their planning.

### **Teaching**

**P8** Have teaching skills which lead to learners achieving well relative to their prior attainment, making progress as good as, or better than, similar learners nationally.

**E8** Have teaching skills which lead to excellent results and outcomes.

**E9** Demonstrate excellent and innovative pedagogical practice.

### **Assessing, monitoring and giving feedback**

**E10** Demonstrate excellent ability to assess and evaluate.

**E11** Have an excellent ability to provide learners, colleagues, parents and carers with timely, accurate and constructive feedback on learners' attainment, progress and areas for development that promotes pupil progress.

### **Reviewing teaching and learning**

**E12** Use local and national statistical data and other information, in order to provide (a) a comparative baseline for evaluating learners' progress and attainment, (b) a means of judging the effectiveness of their teaching, and (c) a basis for improving teaching and learning.

### **Team Working and Collaboration**

**P9** Promote collaboration and work effectively as a team member.

**E13** Work closely with leadership teams, taking a leading role in developing, implementing and evaluating policies and practice that contribute to school improvement.

**A2** Be part of or work closely with leadership teams, taking a leadership role in developing, implementing and evaluating policies and practice in their own and other workplaces that contribute to school improvement.

**P10** Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback.

**E14** Contribute to the professional development of colleagues using a broad range of techniques and skills appropriate to their needs so that they demonstrate enhanced and effective practice.

**E15** Make well-founded appraisals of situations upon which they are asked to advise, applying high level skills in classroom observation to evaluate and advise colleagues on their work and devising and implementing effective strategies to meet the learning needs of children and young people leading to improvements in pupil outcomes.

**A3** Possess the analytical, interpersonal and organisational skills necessary to work effectively with staff and leadership teams beyond their own school.

Teaching staff designated as Excellent Teachers prior to 1 September 2013 will be assessed against the following standards

---

### **Professional attributes**

**E1.** Be willing to take a leading role in developing workplace policies and practice and in promoting collective responsibility for their implementation.

**E2.** Research and evaluate innovative curricular practices and draw on research outcomes and other sources of external evidence to inform their own practice and that of colleagues.

### **Professional knowledge and understanding**

**E3.** Have a critical understanding of the most effective teaching, learning and behaviour management strategies, including how to select and use approaches that personalise learning to provide opportunities for all learners to achieve their potential.

**E4.** Know how to improve the effectiveness of assessment practice in the workplace, including how to analyse statistical information to evaluate the effectiveness of teaching and learning across the school.

**E5.** Have an extensive and deep knowledge and understanding of their subjects/curriculum areas and related pedagogy gained for example through involvement in wider professional networks associated with their subjects/curriculum areas.

**E6.** Have an extensive knowledge on matters concerning equality, inclusion and diversity in teaching.

### **Professional skills**

**E7.** Take a lead in planning collaboratively with colleagues in order to promote effective practice, and identify and explore links within and between subjects/curriculum areas in their planning.

**E8.** Have teaching skills which lead to excellent results and outcomes.

**E9.** Demonstrate excellent and innovative pedagogical practice.

**E10.** Demonstrate excellent ability to assess and evaluate. Have an excellent ability to provide learners, colleagues, parents and carers with timely, accurate and constructive feedback on learners' attainment, progress and areas for development that promotes pupil progress.

**E12.** Use local and national statistical data and other information, in order to provide (a) a comparative baseline for evaluating learners' progress and attainment, (b) a means of judging the effectiveness of their teaching, and (c) a basis for improving teaching and learning.

**E13.** Work closely with leadership teams, taking a leading role in developing, implementing and evaluating policies and practice that contribute to school improvement.

**E14.** Contribute to the professional development of colleagues using a broad range of techniques and skills appropriate to their needs so that they demonstrate enhanced and effective practice.



**E15.** Make well-founded appraisals of situations upon which they are asked to advise, applying high level skills in classroom observation to evaluate and advise colleagues on their work and devising and implementing effective strategies to meet the learning needs of children and young people leading to improvements in pupil outcomes.

## **APPENDIX SIX**

### **Model Appeals Procedure**

The School Teachers' Pay and Conditions Document ("the Document") requires schools and local authorities to have a pay policy in place that sets out the basis on which teachers' pay is determined and the procedures for handling appeals.

As part of the overall appraisal process, a pay recommendation is made by the Reviewer (normally the line manager) and discussed with the teacher at the Review Meeting prior to being submitted to the school's Pay Committee or relevant decision-making body. Written details of and the reasons for the pay recommendation will be given to the teacher.

At this particular stage of the pay determination process, if the teacher wishes to better understand the rationale for the pay recommendation or bring any further evidence to the attention of the Reviewer, they should be given the opportunity to do so before the final pay recommendation is drafted in the Review Statement. The nature of any subsequent appraisal and pay discussion will be informal and therefore representation (on either side) is not necessary nor would it be appropriate. At the conclusion of any further discussion, the pay recommendation may be adjusted or it may remain the same; the Review Statement will be updated to reflect the discussion.

If a teacher believes that the final pay recommendation falls short of their expectations and they wish to seek a further review of the information that affects their pay, they may wish to formally appeal against the decision, utilising the formal Appeal Hearing Procedure. Appeal Hearings against pay decisions must satisfy the dispute resolution requirements of employment law (i.e. Part 4 of the Trade Union and Labour Relations (Consolidation) Act, 1992) and the ACAS Code of Practice.

### **Appeal Hearing Procedure**

It is the intention that the Appeals Procedure will be dealt with promptly, thoroughly and impartially.

### **Guidance**

- When a teacher feels that a pay decision is incorrect or unjust, they may appeal against that decision, especially when there is new evidence to consider.
- Teachers / Head Teachers should put their appeal in writing to either the Head Teacher or the Governing Body; their appeal should include sufficient details of its basis.
- Appeals should be heard without unreasonable delay and at an agreed date, time and place.
- Employees have a statutory right to be accompanied at any stage of an appeal hearing by a companion who may be either a work colleague or a trade union representative (this includes the informal stage).

### **Appeal Procedure Steps: Informal Stage**

As part of the pay determination process, the line manager (“the recommendation provider”) will make a recommendation to the “the decision maker” (the person/s or committee responsible for approving the pay recommendation) supported by relevant assessment evidence. On determining a teacher’s pay, “the decision maker” will write to the teacher advising them of the pay decision, the reasons for it and will, at the same time, confirm their right to appeal the decision to “the decision maker”.

If the teacher wishes to appeal the decision, they must do so in writing to “the decision maker”, normally with 10 school working days or within a mutually agreed alternative timescale. The appeal must include a statement, in sufficient detail, of the grounds of the appeal. In the event that an initial appeal is raised, “the decision maker” must then arrange to meet the teacher to discuss the appeal. “The recommendation provider” should also be invited to the meeting to clarify the basis for the original recommendation.

“The decision maker” will reconsider the decision in private and write to the teacher to notify them of the outcome of the review and of the teacher’s right of appeal to the Governing Body. If the teacher wishes to exercise their right of appeal, they must write to the Clerk of the Governing Body at the earliest opportunity and normally within 10 school working days, including a statement of the grounds of the appeal and sufficient details of the facts on which they will rely.

This will invoke the Formal Stage of the Appeal Procedure.

### **Appeal Procedure Steps: Formal Stage**

On receipt of the written appeal, the Clerk to the Governing Body will establish an Appeal Committee that should consist of three governors, none of whom are employees in the school or have been previously involved in the relevant pay determination process, and convene a meeting of the Appeal Committee at the earliest opportunity and no later than 20 school working days of the date on which the written appeal was received. Both “the recommendation provider” and “the decision maker” will be required to attend the meeting.

The Chair of the Appeal Committee will invite the employee to set out their case. Both “the recommendation maker” and “the decision maker” will also be asked to take the committee through the procedures that were observed in their part of the pay policy determination process.

Following the conclusion of representations by all relevant parties, the Appeal Committee will then consider all the evidence in private and reach a decision. The Appeal Committee will write to the teacher notifying them of their decision and the reasons for it. Other attendees at the meeting will also be notified of the decision. The decision of the Appeal Committee is final.

## **The Modified Procedure**

There will be no entitlement to invoke the appeal procedure in relation to a pay decision if the teacher has left the employment of the school.

Where a teacher has, whilst employed at the school, lodged an appeal against a pay decision but has then subsequently left the school's employment before any appeal hearing is held, the following steps will be observed:

1. The teacher must have set out details of their appeal in writing;
2. The teacher must have sent a copy of their appeal to the Chair of the Governing Body;
3. The Chair of the Governing Body will consult with relevant school personnel and provide the teacher with an appropriate written response on behalf of the school.

**“Please note that we may share information with 3<sup>rd</sup> parties and that the information held is in compliance with the GDPR and Data Protection regulations”**