

Model Teachers' Pay Policy

September 2022



This model policy and procedure has been produced by One Education's HR and People service. The HR and People team provides management and HR support and advice to schools and academies purchasing their services under an agreed Service Agreement. For further information please contact the HR and People team via the HROne Helpline: 0844 967 1112 (local rate from landline) or HROne Helpline Email: hrpeople@oneeducation.co.uk, Website: www.oneeducation.co.uk

This policy is recommended for adoption by all maintained schools including community, voluntary controlled, community special, maintained nursery, foundation, foundation special and voluntary aided schools. This document is also recommended for adoption by academies and free schools (modified as appropriate and taking into account the particular circumstances of the relevant academy or free school) where the conditions of the School Teachers Pay and Conditions Document have been adopted or are utilised. References in this document to schools include a reference to academies and free schools unless otherwise stated, references to the Governing Body include a reference to a Trust Board (or other academy governing body as appropriate) and references in this document to the Headteacher include a reference to an academy or free school Principal.

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Amendments	Updated to take into account: The 2022 School Teachers' Pay and Conditions Document including the agreed pay award and the additional bank holiday on 19 th September 2022. The 2022 DfE Advice - Implementing your school's approach to pay – Advice for maintained schools and local authorities.
Related policies/guidance	Implementing your school's approach to pay – Advice for maintained schools and local authorities DfE October 2022. The school's Appraisal Policy
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Under the public sector equality duty, all schools/academies must have due regard to the need to eliminate discrimination, harassment and victimisation and any other conduct prohibited by the Equality Act 2010; to advance equality of opportunity between those who share a relevant protected characteristic and those who do not share it and to foster good relations across all protected characteristics. This means schools/academies must take into account equality considerations when policies are being developed, adopted and implemented. The HR and People team regularly reviews all policies and procedures which are recommended to schools/academies to ensure compliance with education and employment legislation including the Equality Act 2010. Consultation with schools/academies is an important part of this review process. Headteachers, Principals and Governing Bodies are asked to contact the HR and People team via the HROne Helpline if they believe there are any negative equality impacts in their school/academy in relation to the application of this policy/procedure.

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1. DEFINITIONS

1. This policy (as adapted to the individual circumstances of the institution) applies to Crosslee Community Primary School. The term “school” in this policy is used to describe any school to which the policy applies.
2. All references to “teacher(s)” refer to the person or persons covered under the scope of this policy.
3. All references to the “governing body” or to “the governors” refer to the governing body or governors of the relevant school.
4. All references to the “headteacher” refer to the headteacher of the relevant school.
5. For the avoidance of doubt, in this policy any reference to a “school working day” for teaching staff will have the following meaning: any day during an academic year when a school is normally open for educational purposes or when staff are in attendance for training purposes but **excluding** any day which falls on a Bank Holiday or within school holiday periods
6. All references to the “STPCD” refer to School Teachers’ Pay and Conditions Document, an annually published document that forms part of the contract of employment of all teachers and headteachers in maintained schools in England, and those academies/free schools which have adopted the national scheme for the purposes of pay and conditions of employment.
7. All references to the “Teachers’ Standards” refer to the Department for Education’s (DfE’s), expectations of teachers’ professional practice and personal conduct, setting out minimum requirements expected and a benchmark for excellent teaching practice and exemplary personal conduct. They set the standard to which all trainees should aspire, and to which all qualified teachers must adhere and improve upon throughout their career.
8. All references to the “appraiser” refer to the person appointed by the headteacher to review a teacher’s performance against objectives set and the Teachers Standards and, based upon the outcome, to make a considered recommendation for pay progression.
9. All references to the “pay committee” refer to the body appointed to review and determine pay progression.
10. All references to the “pay committee members” refer to those governors appointed to comprise the “pay committee.”
11. All references to the “pay appeal committee” refer to the governors appointed to review any pay progression recommendations that have already been communicated but have been appealed, to reconsider all the available evidence and to rule as to whether to uphold or overturn the original decision
12. All references to the “pay appeal committee members” refer to those governors appointed to comprise the “pay appeal committee.”
13. All references to the “UPR” refer to the Upper Pay Range, available to all those teachers who hold Qualified Teacher Status (QTS) and have been assessed by their employer as meeting both the core and post-threshold professional standards.
14. All references to “TLRs” refer to Teaching and Learning Responsibility Payments. TLRs are made in order to recognise a substantial and sustained responsibility in the context of the school’s structure, needed to ensure continued delivery of high-quality teaching and learning as specified in the STPCD.

2. POLICY STATEMENT

1. The prime statutory duty of governing bodies in England, as set out in paragraph 21(2) of the Education Act 2002 is to "... conduct the school with a view to promoting high standards of educational achievement at the school." This pay policy is intended to support that statutory duty.
2. The school is committed to ensuring consistency of treatment and fairness and in the application of this policy, will abide by all relevant employment and education laws and statutory guidance including the Employment Rights Act 1996, the Equality Act 2010, the Part-time Workers (Prevention of Less Favourable Treatment) Regulations 2000, the Fixed Term employees (Prevention of Less Favourable Treatment Regulations 2002 and the Data Protection Act 2018.
3. The ability of the school to maximise and improve the quality of education provided to pupils depends largely on the recruitment and retention of a capable and high performing teacher workforce.
4. This school appreciates the individual contributions that teachers make to this and wants to recognise and reward them appropriately. No pay progression will be made if it is not justified.
5. This school acknowledges the need to manage the remuneration of teaching staff in a fair, transparent and equitable way. Assessment of performance through appraisal will form the basis of all decisions on pay progression.
6. This policy has been developed in support of the above and falls in line with all relevant staffing regulations and statutory provisions, where applicable to the STPCD.
7. Pay increases awarded to a teacher on the main or upper pay range will be permanent only for so long as the teacher remains employed at this school.
8. On appointment to this school whilst the governing body will consider a teacher's current pay position, there is no guarantee that existing or previous salary will be matched.
9. The headteacher will consult with staff and relevant unions on appraisal and pay policies.

3. PURPOSE

1. To identify the principles by which decisions about pay progression will be made.
2. To identify the range of information that will be used to inform decisions about pay progression.
3. To identify the proposed timetable for assessment.
4. To set out the process for appeal against any decisions made about the level of pay progression awarded.

4. SCOPE

1. This policy document applies to all school employees whose pay and conditions fall under the terms of the STPCD.
2. Support staff do not fall within the scope of this policy.

5. PRINCIPLES

1. The governing body acknowledges its duties and obligations under the Equality Act 2010 including its Public Sector Equality Duty (s149 Equality Act). The governing body and the headteacher will ensure that all those involved in the application of this policy are aware of the school's equality duties and obligations with a view to preventing unlawful discrimination in any form from occurring. The protected characteristics covered by the Equality Act are age, disability, gender reassignment, marriage and civil partnership, pregnancy or maternity, race, religion or belief, sex and sexual orientation.
2. The provisions of the Teachers' Standards as set out in the STPCD underpin this policy providing the basis for all objectives set, informing performance appraisals and substantiating any subsequent pay progression recommendations. Such standards are considered absolute.
3. In cases where a teacher's performance falls short of acceptable professional standards and/or objectives are not met then the headteacher may consider whether capability or disciplinary procedures are appropriate. Such procedures fall outside the remit of this policy.
4. The governing body will ensure that decisions of appraisers, pay committee members, and pay appeal committee members are informed by the Teachers' Standards either, in setting meaningful objectives or in analysing the overall performance of a teacher as appropriate.
5. In accordance with the arrangements for teacher appraisals, as set out in the school's Appraisal Policy, teachers and appraisers should work together to ensure objectives meet all the relevant criteria and to establish a common understanding of the levels of performance required for pay progression.
6. All teachers can expect to be provided with the opportunity, skills, encouragement, feedback and support they need to perform well and therefore be rewarded. Teachers will be informed at the earliest opportunity of any risk to pay progression arising from performance.
7. The governing body will ensure that quality assurance processes are in place to make certain consistency of approach. Objectives, performance assessments and recommendations for pay progression will be subject to moderation.
8. All information relating to performance assessment and subsequent pay progression recommendations will be treated confidentially and details only released to those parties fundamental to the decision-making process. Anonymous data will be supplied to Ofsted Inspectors as required.
9. Any party involved in decisions regarding a teacher's recommended level of pay progression shall, in the event of an appeal against the decision made, play no further role in a decision-making capacity.
10. Any teacher whose performance merits pay progression will be entitled to such progression in accordance with the specifics of this policy.
11. The governing body will act with integrity, objectivity and honesty in the best interests of the school; will be open about pay decisions made and actions taken; and will be prepared to explain decisions and actions as required.
12. Modifications to this policy may be considered to take account of special circumstances and will be considered where necessary as a reasonable adjustment for teachers with a disability. This may include making adjustments to take account of long term and/or disability related absences. Any such adjustments will be made on a case-by-case basis depending on both the teacher's and the school's circumstances and depending on what is reasonable. Any adjustments will be made in agreement with the governing body. The school and the governing body will at all times comply with duties and obligations under the Equality Act 2010.
13. A teacher on maternity leave during the appraisal period is entitled to consideration for pay progression. Where performance reviews have not taken place due to maternity leave,

consideration will be given to pay progression based on such information as is available. This may include the most recent appraisal review or any part of the appraisal period when the teacher was present.

14. A teacher taking up post part way through the school year will be considered for pay progression in accordance with the appraisal cycle. In these circumstances, evidence may be considered from the teacher's previous employer. However, any decisions taken by a previous employer will not be binding on the governing body.
15. The governing body will ensure that all procedures for determining pay are consistent with the principles of public life: - objectivity, openness and accountability.
16. The governing body will seek appropriate advice from its HR provider to guide them in exercising their judgement, in particular during any appeal process.

6. REFERENCE POINT RANGES

The governing body in accordance with this policy determines all pay points and increases.

The STPCD 2022 details the minimum and maximum pay for the four pay ranges for teachers; the main pay range, the upper pay range, the leading practitioner pay range and the unqualified teacher pay range and advisory pay points are detailed at Appendix A. **The school may utilise the advisory pay points detailed at Annex A or may determine its own range(s)** (subject to the relevant minima/maxima).

6.1 Main Pay Range

M1	£28,000
M2	£29,800
M3	£31,750
M4	£33,850
M5	£35,990
M6	£38,810

6.2 Upper Pay Range

U1	£40,625
U2	£42,131
U3	£43,685

6.3 Leading Practitioner Pay Range

L1	£44,523
L2	£45,638
L3	£46,778
L4	£47,941
L5	£49,136
L6	£50,367
L7	£51,724
L8	£52,917
L9	£54,239
L10	£55,632
L11	£57,075
L12	£58,391

L13	£59,850
L14	£61,342
L15	£62,869
L16	£64,540
L17	£66,022
L18	£67,685

6.4 Unqualified Teacher Pay Range

UQ1	£19,340
UQ2	£21,559
UQ3	£23,777
UQ4	£25,733
UQ5	£27,954
UQ6	£30,172

6.5 Leadership Pay Range Reference Points

Individual pay ranges, and the number of points per range, will be determined according to the totality of responsibilities of each post. The governing body will ensure that leadership pay ranges do not exceed the maximum permitted other than in exceptional circumstances as specified in the STPCD 2022.

In accordance with paragraphs 5 to 9 of the STPCD 2022, the school's **headteacher group** and pay range **for this school** has been determined as:

	£
*Group 3	56,796 – 77,237

6.6 Leadership Pay Ranges

L1	£44,305
L2	£45,414
L3	£46,548
L4	£47,706
L5	£48,894
L6	£50,122
L7	£51,470
L8	£52,659
L9	£53,972
L10	£55,359

L11	£56,796
L12	£58,105
L13	£59,557
L14	£61,042
L15	£62,560
L16	£64,224
L17	£65,699
L18*	£66,683
L18	£67,350
L19	£69,022
L20	£70,732
L21*	£71,764
L21	£72,483
L22	£74,282
L23	£76,122
L24*	£77,237
L24	£78,010

The minimum statutory pay for members of the leadership group is £44,305. The relevant minimum and maximum pay for leadership posts and discretionary pay points are detailed at Annex B. There is no requirement for a specific number of pay reference points for leadership posts.

Where there is more than one post of deputy or assistant headteacher in the staffing structure it is possible for differing pay ranges/salary reference points to be applied to the individual posts and for pay ranges to overlap. Appropriate consideration must be given to the level of responsibility required for each post when determining the relevant pay range. The school may choose to seek external advice when setting such pay ranges.

Headteacher

L18 - L24

Deputy Headteacher(s)

L11 - L15

Assistant Headteacher(s)

L7 - L9

7. TEACHING AND LEARNING RESPONSIBILITY PAYMENTS

1. TLR1 and TLR2 payments are awarded to a teacher who undertakes a clearly defined and sustained additional responsibility in the context of the school's staffing structure for ensuring the continued delivery of high-quality teaching and learning for which they are accountable. The award is made while the teacher remains in the same post or occupies another post in the temporary absence of the post-holder.
2. Before awarding a TLR1 or TLR2 payment to a teacher the pay committee will satisfy itself that the teacher's duties include a significant responsibility that is not required of all classroom teachers and that:-
 - is focused on teaching and learning;
 - requires the exercise of a teacher's professional skills and judgement;
 - requires the teacher to lead, manage and develop a subject or curriculum area; or to
 - lead and manage pupil development across the curriculum;
 - has an impact on the educational progress of pupils other than the teacher's assigned classes or group of pupils; **and**
 - involves leading, developing and enhancing the teaching practice of other staff.
3. The governing body will determine the appropriate level and value of each TLR payment and any differential requirements taking into account the relevant weight of each TLR post.
4. The **annual value of a TLR1** will be between £8,706 and £14,732. The **annual value of a TLR2** will be between £3,017 and £7,368.
5. TLR1 or TLR2 responsibilities may be shared by **part time** teachers on a job share basis and will be paid on a pro-rata basis equivalent to the teacher's fte working hours. Where a TLR responsibility is held by a part time teacher not subject to a job share arrangement, the TLR payment will be paid on the same pro-rata basis as the teacher's part time contract.
6. Where the governing body determine that a **TLR3** is required, for a time limited fixed period, school improvement project or one-off externally driven responsibilities, the annual value will be determined by the headteacher between £600 and £2,975 per annum for the duration of the fixed term. The full rate of a TLR3 applies equally to both full and part time teachers. The duties undertaken must:-
 - be focused on teaching and learning;
 - require the exercise of a teacher's professional skills and judgement;
 - have an impact on the educational progress of pupils other than the teacher's assigned classes or group of pupils

Teachers awarded a TLR3 will be informed at the outset that this is a fixed term temporary change to their contract, the duration of the project and when payment will cease.

7. TLR3 payments can only be made to qualified classroom teachers. A teacher in receipt of an existing TLR1 or TLR2 may also hold a concurrent TLR3 allowance.

8. RECRUITMENT AND RETENTION INCENTIVES AND BENEFITS

1. In exceptional circumstances, the governing body may consider payments or other benefits as an incentive for recruitment or the retention of existing teachers. Where the governing body determine to apply such benefits, they will be subject to formal review by the pay committee.
2. Such benefits will **not** be considered for members of the leadership team with the exception of reimbursement of relocation costs for new appointees.

9. SPECIAL EDUCATIONAL NEEDS (SEN) ALLOWANCES

1. SEN allowances will only be considered where the relevant requirements of the STPCD are met in full.
2. Any SEN allowance awarded will be at an annual rate between £2,384 and £4,703 as determined by the governing body.

10. LEADERSHIP GROUPS

1. The governing body will determine the size, remuneration and composition of the leadership group, (i.e. the number of deputy and/or assistant headteachers). All members of the leadership group will have substantial strategic responsibilities for school leadership. The governing body will exercise judgement on the appropriate levels of pay for the wider leadership team according to the challenges and needs of the school. The governing body will ensure that there are appropriate salary differentials within the leadership group's membership to take account of differing levels of responsibility.
2. The governing body will also ensure that save for in exceptional circumstances, the pay range of the headteacher does not overlap with any other leadership pay ranges and; that the pay range of any deputy starts at a higher point than the lowest point on the pay range of any assistant headteacher.
3. Where new appointments are considered to the wider leadership team the governing body is required to assess the particular challenges and circumstances of the school. To aid this assessment they will adopt the three-stage process recommended by the Department for Education (DfE) in the document ["Implementing your school's approach to pay. Advice for maintained schools, academies and local authorities - October 2022"](#).
4. The governing body will only review the pay structure of the leadership group if they determine this is necessary to maintain consistency with new leadership appointments or where responsibilities of one or more members of the leadership group have changed significantly. Where, following such a review, a new pay range is set, the governing body will minute the revised pay range and their reasons for selecting it.

11. PAY REVIEWS AND TIMINGS

1. The governing body will ensure that every teacher's salary is reviewed with effect from 1st September and no later than the 30th November (31st December for the headteacher) each calendar year.
2. Reviews may take place at other times of the year to reflect significant changes in circumstances or job description that may lead to a change in the basis for calculating an individual's pay.

3. Following any review, a written statement, detailing the teacher's salary and any other financial benefits to which they are entitled, will be issued to them. This written statement will also, where applicable, provide information as to the basis of any decisions made.

12. BASIC PAY DETERMINATIONS ON APPOINTMENT

1. The governing body will determine the relevant pay range for a vacant teaching post prior to advertising it. On appointment, it will determine the starting salary within that range to be offered to the successful candidate. There is no guarantee that existing or previous salary will be matched.
2. In making such determinations, the governing body may take into account a range of factors, including:
 - The nature and requirements of the post
 - The level of qualification, skills and experience required to undertake the specific duties of the post
 - The wider school context
 - Market conditions
 - The recommendations of the headteacher

The relevant pay range is as specified in paragraph 6 above.

3. The governing body will, if necessary, use its discretion to award a recruitment incentive benefit to secure the candidate of its choice, which may include portability of existing pay level.
4. Early Career Teachers will normally start on the minimum point of the pay range.

13. APPOINTMENT OF LEADING PRACTITIONERS

1. A leading practitioner position may be introduced into the staffing structure at the discretion of the governing body. Such a post will only be considered where the governing body first determine that the **primary purpose** of such a post is to **model and lead improvement of teaching skills**. A relevant pay range and salary point between £44,523 and £67,685 will be determined for each such post in accordance with the minimum/maximum specified within the STPCD.

14. ASSESSING PERFORMANCE – EVIDENCE AND MEASURES

1. The governing body expects all teachers, including the headteacher to perform at the highest possible level and to continue to improve their professional practice year on year. Appraisal objectives will be progressive and developmental, thereby ensuring that performance is rewarded and that all teachers have the opportunity to progress to the maximum of their respective pay range.
2. In this school, all teachers can expect to receive regular, constructive feedback on their performance and are subject to an 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.

3. To be fair and transparent, assessments of performance will be rooted in evidence. In this school, we will ensure fairness and consistency of approach by an assessment of objectives set, quality of evidence collated and levels of pay progression recommended.
4. The evidence that the school will use to assess performance against objectives set will clearly demonstrate impact on pupil progress and may include but not be limited to the following:-
 - Self-assessment
 - Peer review
 - Tracking pupil progress/pupil progress data
 - Lesson observations
 - Quality of teaching against the Teachers' Standards, including observed practice
 - Continuing professional development records
 - Received feedback
5. In this school assessments of performance will be made against the extent to which teachers have met their individual objectives and the relevant standards and how they have contributed to:-
 - The impact on progress of pupils
 - The attainment of wider outcomes for pupils
 - Personal improvements in specific elements of practice, e.g. behaviour management, lesson planning
 - The impact on effectiveness of other teachers and staff
 - The life of the school community

In the case of Upper Pay Range teachers and Lead Practitioners, evidence of their significant and sustained contribution beyond their own classroom and their impact on the wider school will also be required.

15. MAKING RECOMMENDATIONS FOR PAY PROGRESSION

1. Teachers' appraisal reports will contain pay recommendations. Decisions on performance pay progression will be based on an assessment of the overall performance of the teacher. A teacher who is dissatisfied with the pay recommendation will be given the opportunity for an informal discussion with the Headteacher before the recommendation is actioned. If following informal discussion, the teacher believes that an incorrect recommendation has been made they may make representation to the pay committee making the decision. (See paragraph 17.3 below).
2. The rate of progression will be differentiated according to an individual teacher's performance and will be based on absolute criteria. All teachers are subject to annual review in accordance with the Appraisal Regulations currently in force. Teachers on the main pay range may be considered for a performance pay award on an annual basis subject to the following criteria. Teachers on the upper pay range may be considered for a performance increase every two years subject to the following criteria.

3. Teachers **will** be eligible for a pay increase of one performance point on the relevant pay range if they meet all their objectives, are assessed as meeting the relevant standards and the quality of education is at least good with some teaching being assessed as outstanding
4. Teachers **may** be eligible for a pay increase of one performance point on the relevant pay range if they meet all their objectives, are assessed as meeting the relevant standards and the quality of education is at least good.
5. Teachers demonstrating exceptional performance **may** be eligible for an enhanced performance increase.
6. In cases where teachers have not achieved the minimum standard required and therefore are not eligible for pay progression, it will be possible to make a “no progression” recommendation without recourse to the capability procedure.
7. All pay progression recommendations will, in the first instance, be submitted to the headteacher.
8. The headteacher will consider and review the evidence collated and subsequent pay progression recommendations made to ensure compliance with the school’s pay policy and consistency of approach. In cases of uncertainty, the headteacher may request further information to support the recommendation.
9. The headteacher will also review objectives set for the forthcoming academic year to ensure they clearly reference Teachers’ Standards, are sufficiently challenging and rigorous when compared with those of a teacher at a similar level and to ensure consistency and fairness with the objectives set across the school.

16. ESTABLISHMENT OF A PAY COMMITTEE

1. The governing body will establish a pay committee with fully delegated powers to deal with decisions on performance related pay progressions. The pay committee will comprise three governors elected at a meeting of the full governing body at which 50% of those governors holding office at that time were present. One named governor will act as reserve. The quorum will normally be three.
2. Membership of the committee (and its terms of reference) will be reviewed annually but with due regard to continuity in what is a technical area. The headteacher will act as adviser (non-voting) to the committee. The pay committee will meet in accordance with school’s published timetable for assessment.

17. REVIEWING THE RECOMMENDATIONS FOR PAY PROGRESSION

1. The headteacher will submit the list of proposed pay progressions to the pay committee for review in a clear format. Each submission **must** contain a clear recommendation and justification for pay progression that includes reference to the teacher meeting or not meeting the standards and objectives required. Where objectives are partially met this will be indicated.
2. Exceptional performance will be highlighted in the submission.
3. The pay committee may agree to a request by the headteacher to delay a pay decision to allow an employee to submit further evidence to be considered by the headteacher where exceptional circumstances have prevented an earlier submission. Any delay will be time limited.

4. A teacher may make representation to the pay committee if they believe an incorrect recommendation has been made. The teacher **must** submit a formal written statement setting out clearly the grounds for their disagreement with the recommendation. The teacher will be given the opportunity to make representations in person to the pay committee prior to any decision being made. The teacher has the right to be accompanied by a colleague or representative from their professional organisation or trade union.
5. Final decisions by the pay committee, about whether or not to accept a pay recommendation will be communicated to staff members in writing, together with, where appropriate, notification of the right to appeal against the decision.

18. ESTABLISHMENT OF A PAY APPEAL COMMITTEE

1. The governing body will establish a pay appeal committee with fully delegated powers to which all pay appeals will be directed. The pay appeal committee will comprise 3 governors elected at a meeting of the full governing body at which 50% of those governors holding office at that time were present. One named governor will act as reserve. No member of the pay appeal committee will work at the school. There shall be a quorum of 3. No member of the pay appeal committee will have been a member of the original pay committee.

19. THE APPEAL PROCESS

1. Teachers wishing to appeal must inform the headteacher within five school working days of the formal notification of the original decision. The teacher must set out their reasons for appeal in writing. It is for the teacher to determine what, if any, documents they wish to submit and these must be provided to the headteacher by the teacher within 10 school working days of the notification of intention to appeal. The pay appeal committee will only consider documents submitted in support of the specified grounds of appeal. **The teacher must indicate if they intend to attend the appeal committee meeting or if they wish for the committee to consider documentary submissions only.**
2. The grounds for appeal will be that the person(s) by whom the decision was made:
 - Incorrectly applied a provision of the STPCD
 - Incorrectly applied a provision within the school's pay policy
 - Failed to have proper regard to statutory guidance
 - Failed to take account of relevant evidence
 - Took account of irrelevant or inaccurate evidence
 - Exercised bias
 - Otherwise unlawfully discriminated against the teacher
3. The headteacher will not act as advisor to the pay appeal committee, although they may be called upon to provide information.
4. The school may request additional independent advice for the pay appeal committee.
5. If the teacher has stated an intention to attend the appeal committee meeting, they will be given 5 working days' notice of the meeting. The pay appeal committee will normally meet within 20 school working days of the receipt of the appeal to review all the available evidence, reach a decision and communicate this decision in writing to the teacher.

6. The pay appeal committee will follow the DfE guidance [“Implementing your school’s approach to pay. Advice for maintained schools, academies and local authorities. October 2022”](#) on the conduct of the appeal process. A clerk/adviser who will make a note of the proceedings may support the pay appeal committee. If the teacher attends the meeting, they have the right to be accompanied by a colleague or representative from their professional organisation or trade union. An HR or other specialist adviser may assist the school management representative (normally the headteacher). Both parties will have the opportunity to present any supporting evidence and/or call witnesses. Documents to be relied on and/or referred to by both parties and details of any witnesses must be exchanged 5 working days prior to the hearing date, facilitated by the clerk/adviser to the pay appeal committee. The parties will have the opportunity to question each other. The appeal committee may ask exploratory questions of both parties.
7. The clerk/adviser will remain with the appeal committee during the consideration of the appeal. The appeal committee outcome will be notified in writing and will include the rationale for reaching the decision. All decisions of the pay appeal committee will be final.

20. MOVEMENT TO THE UPPER PAY RANGE

1. Applications and Evidence

Any qualified teacher may apply to be paid on the UPR and any such application will be assessed in line with this policy. It is the responsibility of the teacher to decide whether they wish to apply to be paid on the UPR. Evidence to support an application will normally include:

- Reviews or appraisals of the previous 2 years’ performance.
- Supporting evidence that covers the two-year period leading up to and ending at the date of application.
- Teachers may choose to submit additional evidence in support of their application.
- In certain circumstances, for example following a long-term absence, teachers may supply supporting evidence from the year prior to the absence period.
- Applications may be submitted from 1st September and normally no later than the 31st October each calendar year.
- Applications may be made 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.
- 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 UPR in that school or schools. This school will not be bound by any pay decision made by another school.
- Any qualified teacher who has been absent on maternity, paternity, adoption or parental leave or who has been absent for a period of disability related sickness is still eligible to apply to be paid on the UPR and to have the application considered. Adjustments may be made to take account of particular circumstances. Each application and possible adjustments will be considered on a case-by-case basis taking into account the individual circumstances.
- All applications for entry onto the UPR must be submitted in writing to the headteacher for assessment.

2. The Assessment

An application from a qualified teacher will be successful where the headteacher is satisfied that, in accordance with paragraph 15.2 of the STPCD 2022:-

- The teacher is highly competent in all elements of the relevant standards; and
- The teacher's achievements and contributions to the school are substantial and sustained

The paragraphs below are provided as *examples* that a governing body may wish to utilise. They may be replaced with appropriate alternative definitions.

For the purposes of this pay policy it is determined that “**highly competent**” means performance which is not only good but also good enough to provide coaching and mentoring to other teachers, give advice to them and demonstrate to them effective teaching practice and how to make a wider contribution to the work of the school, in order to help them meet the relevant standards and develop their teaching practice.

For the purposes of this pay policy it is determined that “**substantial**” means of real importance, validity or value to the school; play a critical role in the life of the school; provide a role model for teaching and learning; make a distinctive contribution to the raising of pupil standards; take advantage of appropriate opportunities for professional development and use the outcomes effectively to improve pupils' learning.

For the purposes of this pay policy **sustained** means: - two consecutive successful appraisal reports at this school and good progress towards appraisal objectives. Evidence that teaching expertise has grown and is *consistently good to outstanding*.

3. Procedure

- It is the responsibility of the eligible teacher to notify the headteacher in writing of their wish to apply and to complete the school's application form (if required).
- All applications should be submitted by the 31st October.
- The application will normally be assessed by the headteacher and a recommendation will be made to the pay committee.
- Final decisions about whether or not to approve a teacher's application to the UPR will be made by the pay committee, having regard to the appraisal report and taking into account advice from the headteacher or other appropriate member of the senior leadership team.
- The applicant will be informed of the decision no later than 20 school working days following the pay committee's receipt of the headteacher's initial recommendation.
- Paragraph 19 above details the pay appeal process.
- If successful, the applicant will move to the UPR with effect from the start of the school year in which the application is approved.
- If unsuccessful, feedback will be given by the headteacher to the teacher no later than 10 school working days following communication of the original decision. The feedback will

make specific reference to any areas for further development, supported by tangible evidence wherever possible.

21. PAY DETERMINATIONS UPON APPOINTMENT TO THE UPR

1. Teachers will normally start on the minimum point of the pay range.

22. PART TIME TEACHERS

1. Teachers employed on an on-going basis at the school but who work less than a full working week are deemed part time.
2. When the pay committee is required to review pay progression recommendations for a part time teacher they will do so with due regard to those hours that a part-time teacher usually works under the contract of employment. Direct consideration will be given to those hours in reviewing the objectives set, evidence gathered and pay progression recommendations made.
3. In approving a pay progression recommendation for a part time teacher, the pay committee will do so in accordance with the “pro rata principle.” This means that the proportion of the total pay progression awarded will correspond directly to the number of hours that the teacher is employed in that capacity during the course of the school’s timetabled teaching week, (“total pay progression” means the pay progression that would be awarded to that person in the same post on a full time basis and “the school’s timetabled teaching week” means the aggregate period of time in school timetable during which pupils are normally taught.) See also paragraph 7.5.

23. SUPPLY TEACHERS

1. Teachers employed by the school on a day to day or other short notice basis (not via a third party or agency) will be paid on a daily basis calculated on the assumption that a full working year consists of 195 days (194 in school year 2022/23); periods of employment for less than a day being calculated pro-rata.

24. ACTING ALLOWANCES

1. The pay committee will, within a 4-week period of the commencement of acting duties, determine whether or not the acting post-holder will be paid an allowance in accordance with the STPCD. In the event of a planned and prolonged absence, an acting allowance will be agreed in advance and paid from the first day of absence.
2. Any teacher who carries out the duties of headteacher, deputy headteacher, or assistant headteacher, for a period of 4 weeks or more will be paid at an appropriate point of the relevant pay range, as determined by the pay committee. Payment will be backdated to the commencement of the duties.

25. SAFEGUARDING

1. Where organisational changes result in salary safeguarding the governing body will comply with the relevant provisions of the STPCD.

26. DISCRETIONARY OR ADDITIONAL PAYMENTS

1. Discretionary payments will only be made in accordance with the relevant provisions of the STPCD. The duration of any such payments will be determined and notified at the outset and will be subject to formal review by the governing body.

27. IMPACT ASSESSMENT

1. The governing body will monitor the impact and outcomes of this policy on a regular basis/annually/biennially. They will have due regard to their public sector equality duty and in particular the need to eliminate discrimination.

APPENDIX A – EXAMPLE PAY RANGES

The STPCD 2022 sets out the minimum and maximum for each pay range and includes advisory pay points for the main, upper and unqualified pay ranges. The STPCD also details the minimum and maximum payments for allowances. It is for schools to determine payment levels within the set parameters. The STPCD does not require the use of pay ranges or reference points. Schools *may* determine to apply spot salaries to all teachers.

STPCD Advisory Main Pay Range

Reference Point	1.9.2022 £
1	28000
2	29800
3	31750
4	33850
5	35990
6	38810

STPCD Advisory Upper Pay Range

Reference Point	1.9.2022 £
1	40625
2	42131
3	43685

STPCD Advisory Unqualified Pay Range

Reference Point	1.9.2022 £
1	19,340
2	21,559
3	23,777
4	25,733
5	27,954
6	30,172

APPENDIX B – LEADERSHIP PAY RANGES

The STPCD 2022 leadership pay minimum/maximum is £44,305/£123,057.

Individual pay ranges and the number of points per range should be determined according to the responsibilities of each post. The table below indicates the **headteacher group** and the minimum/maximum pay ranges applicable.

	£
*Group 1	50,122 – 66,684
*Group 2	52,659 – 71,765
*Group 3	56,796 – 77,237
*Group 4	61,042 – 83,126
*Group 5	67,351 – 91,679
*Group 6	72,483 – 101,126
*Group 7	78,010 – 111,485
*Group 8	86,040 – 123,057

The table above applies to Headteacher pay only. The governing body **must** ensure that leadership teachers are in receipt of the relevant **minimum of the pay range** and that **headteachers** are in receipt of the **minimum of the relevant group range**.

Care must be taken to ensure that any decision to uprate leadership pay points does not lead to an individual headteacher exceeding the maximum of the appropriate group pay range.

The STPCD does not contain recommended discretionary pay points for leadership pay. The following table details the joint union¹ recommended **discretionary** reference points. It should be noted however that the pay reference points and salary **do not directly correspond with the statutory maximum** of Headteacher pay ranges as detailed above. Care should therefore be taken when utilising the reference points below to determine Headteacher pay ranges to ensure compliance with the STPCD.

The statutory maximum of each headteacher pay range is indicated by a *point. This must be taken into account when calculating headteacher pay awards/increases. **Payment above the group maximum is subject to the relevant provisions of the STPCD.**

⁽¹⁾ ASCL, NEU, NAHT, NASUWT, Community - September 2022)

Leadership reference point	1.9.2022	Note
1	44,305	
2	45,414	
3	46,548	
4	47,706	
5	48,895	

6	50,122	Minimum for Group 1 Headteacher
7	51,470	
8	52,659	Minimum for Group 2 Headteacher
9	53,973	
10	55,360	
11	56,796	Minimum for Group 3 Headteacher
12	58,105	
13	59,558	
14	61,042	Minimum for Group 4 Headteacher
15	62,561	
16	64,225	
17	65,699	
18*	66,884	Maximum permissible for Group 1 Headteacher
18	67,351	Minimum for Group 5 Headteacher
19	69,022	
20	70,733	
21*	71,765	Maximum permissible for Group 2 Headteacher
21	72,483	Minimum for Group 6 Headteacher
22	74,283	
23	76,122	
24*	77,237	Maximum permissible for Group 3 Headteacher
24	78,010	Minimum for Group 7 Headteacher
25	79,949	
26	81,927	
27*	83,126	Maximum permissible for Group 4 Headteacher
27	83,956	
28	86,040	Minimum for Group 8 Headteacher
29	88,170	
30	90,365	
31*	91,679	Maximum permissible for Group 5 Headteacher
31	92,597	
32	94,898	

33	97,256	
34	99,660	
35*	101,126	Maximum permissible for Group 6 Headteacher
35	102,137	
36	104,666	
37	107,267	
38	109,922	
39*	111,485	Maximum permissible for Group 7 Headteacher
39	112,601	
40	115,410	
41	118,293	
42	121,258	
43	123.057	Maximum permissible for Group 8 Headteacher