



Naunton Park Primary School

Pay Policy

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**NAUNTON PARK PRIMARY SCHOOL
PAY POLICY
CONTENTS**

Contents

1.	INTRODUCTION.....	4
2.	GENERAL PRINCIPLES.....	4
3.	THE PAY PANEL.....	5
3.1	Composition	5
3.2	Terms of Reference	5
4.	THE PAY APPEALS PANEL.....	6
4.1	Composition	6
4.2	Representations about pay recommendations and/or decisions.....	6
	THE PAY POLICY.....	8
	Pay decisions.....	8
5.1	Basic pay determination on appointment for appointments	8
5.2	Pay progression based on performance	8
5.3	Pay determinations for main pay range teachers.....	9
5.4	Pay determination for upper pay range.....	10
6.	APPLICATION TO PROGRESS TO THE UPPER PAY RANGE.....	11
6.1	Post Round 13 Applications	11
6.2	Applications and Evidence	11
6.4	The Assessment.....	11
7.	LEADING PRACTITIONERS	13
8.	PART TIME TEACHERS	14
8.1	Variation to timetabled/scheduled hours.....	14
9.	SUPPLY TEACHERS.....	14
9.1	Method of payment	15
9.2	Supply teachers employed where appointment is anticipated to be for 6 weeks or more.....	15
9.3	Supply teachers employed where appointment is anticipated to be for less than 6 weeks	15
10.	UNQUALIFIED TEACHERS	16

10.1 Pay on appointment	16
10.2 Pay determinations	16
11. THE LEADERSHIP GROUP	18
11.1 Head Teacher	18
11.2 Deputy Head Teacher(s) and Assistant Head Teacher(s)	18
Pay on appointment	19
12. ADDITIONAL PAYMENTS TO HEAD TEACHERS/TEACHERS	20
13. DISCRETIONARY ALLOWANCES & PAYMENTS.....	20
13.1 Teaching and Learning Responsibility Payments	20
13.2 Temporary and Acting TLR 1 and 2 Payments	21
13.3 Special educational needs (SEN) Allowances	21
13.4 Recruitment and Retention incentives.....	21
14. SCHOOL SUPPORT STAFF	22
14.1 Determination of grades (Job Evaluation)	22
14.2 Appeals against the grading of posts	22
14.3 Determination of starting salary on initial appointment to the school	23
14.4 Annual salary progression.....	23
14.5 Circumstances in which points will be delayed or withheld	23
14.6 Review of job description and hours of work.....	23
14.7 Support Staff working in a part time capacity	24
Staff working throughout the year	24
14.8 Term time only staff.....	24
14.9 Pay/compensation for additional work	24
APPENDIX 1.....	24
APPENDIX 2.....	26
APPEALS POLICY	26
1. Introduction	26
2. Appeal hearing procedure.....	26
3. Guidance.....	26
4. Appeal Procedure Steps: Informal Stage	27
5. Appeal Procedure Steps: Formal Stage	27
6. The Modified Procedure.....	28

1. INTRODUCTION

- a) This Policy has been adopted by the Governing Board and is based on the GCC model policy. It intends to ensure that all groups of staff in the school are fairly and consistently treated in relation to pay and pay-related issues. Although the governors, as the Relevant Board, are the authors of this document and have the responsibility for its implementation on a day-to-day basis, it is intended that staff in the school should be fully informed and consulted on its contents and on any future amendments.
- b) The Policy is linked to the School's appraisal system, and in accordance with the School Teachers' Pay and Conditions Document (STPCD) and the Education (School Teachers' Appraisal) (England) Regulations 2012, there are close links between employee performance and the school's pay decisions.
- c) A copy of this Pay Policy will be readily available to staff upon request.
- d) This policy will cover all staff employed t at this school, irrespective of grade or conditions of service. It will have reference to those statutory instruments and other conditions of service which affect pay and grading including as issued and revised:
 - ▶ The School Teachers' Pay & Conditions Document
 - ▶ The Conditions of service for School Teachers in England & Wales (Burgundy Book)
 - ▶ The NJC (Green Book) for Local Government

2. GENERAL PRINCIPLES

The purpose and aims of this policy are to:

- a) Guide and assist the governors and Headteacher in the strategic and day-to-day management of the school and its staff.
- b) Adopt a 'whole school' approach to pay issues, with pay decisions taken in the context of full consideration of the resources available to the school.
- c) Enhance the effectiveness of the school by ensuring that all staff are treated fairly, objectively and consistently in recognising and rewarding their contribution to the school. This policy is intended to be compliant with all equalities legislation
- d) Support the School Development Plan and to supplement other staff-related policies relating to equal treatment, appointment and selection, performance management and staff development.

- e) Support the recruitment and retention of a high-quality workforce which will maximise the quality of learning at the school
- f) Provide a framework for making all staff aware of the school policies in relation to pay and to encourage their participation in developing these policies through consultation.
- g) Ensure that the school meets its legal responsibilities under the STPCD, local and national agreements, legislation and regulation.
- h) Support the school to remain within its budget and meet required standards in the management and disbursement of public monies.

3. THE PAY PANEL

The Governing Board will select a number of governors to administer and manage the Pay Policy on its behalf on a day-to-day basis.

3.1 Composition

The School Pay Panel is made up of three governors, one of whom will act as Chair of the Panel. None of the governors serving on the Panel will be employed within the school, as employees will often have a pecuniary interest in matters discussed.

3.2 Terms of Reference

- a) To apply the School Pay Policy on behalf of the Governing Board fairly and equitably.
- b) To ensure that this policy links effectively with the school's Appraisal Policy for teachers (based on the Education (School Teachers' Appraisal) (England) Regulations 2012) and for support staff.
- c) To ensure that the school's management team provide all members of staff with a current and accurate job description and that this document is regularly reviewed.
- d) To make appropriate arrangements for the Headteacher's performance management, including planning statement, moderation and review as laid down in the school's Appraisal Policy for Teachers.
- e) To be responsible for the annual pay and performance-related decisions for staff and for receiving and processing requests for the review of pay and grading based on changed duties and responsibilities during the course of the working year.
- f) To make appropriate arrangements for representations from members of staff to be heard on pay related matters including salary, grading or pay decisions and to seek whatever additional evidence, information or advice is necessary to respond to this request. The School's Appraisal Policy will allow requests for review of the

assessment of the performance of a member of staff, but not matters of pay progression. It is recognised that these factors can often be closely linked and so the School will advise the employee of the most appropriate route for review to follow. This will ensure that an employee will be guaranteed a fair consideration of their representations, but will not be entitled to pursue the same concerns through two separate review routes.

- g) To exercise the governors' discretionary powers as specified in this document.
- h) To periodically undertake a review of the Individual School Range and to report findings and/or make recommendations for change to the Governing Board in relation to the grading of members of the Leadership Group.
- i) To ensure that each teacher in the school has an annual review of their salary and a written salary statement, no later than one month after the date of determination.

The Pay Panel will keep its work and the results of individual reviews and decisions confidential. The Chair of the Panel will report to the full governing Board periodically regarding progress and the work of the Panel but will not report on the details of decisions reached to ensure that sufficient governors remain available to hear appeals should this be necessary, Where this work indicates that changes will have significant implications for the school budget, an urgent report will be made direct to the Chair of governors.

4. THE PAY APPEALS PANEL

The Governing Board will select three governors to hear appeals relating to pay related decisions on its behalf. The composition and role of this Panel is:

4.1 Composition

The Pay Appeals Panel is made up of three governors, one of whom will act as Chair of the Panel. None of these governors are employed within the school and none will be a member of the Pay Panel or have been involved in any pay decisions.

The Appeals Panel will

- a) Follow the appeals procedure
- b) Ensure that the terms of the Pay Policy and related procedures have been correctly applied
- c) Periodically report to the Governing Board to confirm progress. The workings of the Panel will however be confidential and no details of individual cases will be released. These progress reports will include recommendations for changes to the Pay Policy where this is felt to be desirable

4.2 Representations about pay recommendations and/or decisions

Please note: A summary of the full representations and appeals process is included in Appendix 2. A copy of this appendix should be made available to staff if they wish to register a pay related concern

Staff members who wish a recommendation or decision in relation to their pay to be reconsidered may:

- Seek an informal discussion with the Headteacher about pay recommendations to resolve the issue. Requests for this informal discussion should be made as soon as possible after receiving notice of the pay recommendation
- In the event that the informal discussion fails to produce an acceptable result, the recommendation goes ahead and is confirmed in a written pay statement by the Pay Panel; the staff member may submit written representations to the Chair of the Pay Appeal Panel about the pay decisions. Such representation should include any additional facts/evidence for reconsideration and be submitted within 10 working days of the receipt of the salary statement
- The Pay Appeal Panel will acknowledge receipt of the employee's representations and arrange a meeting within 20 working days of receipt to consider the member of staff's concerns. The member of staff will be given the opportunity to be accompanied at this meeting by a work colleague or trade union representative if they wish.
- The result of this hearing will be given in writing within a reasonable period, normally 5 working days; the decision included in this response will be final and binding in terms of this policy.

THE PAY POLICY

Pay decisions

The school will review the salary progression for teaching staff through the appraisal system which is set out in the school's Appraisal Policy.

In determining the pay for Support staff, the Governing Board will apply the principles in section 17 of this document.

5. CLASSROOM TEACHERS

5.1 Basic pay determination on appointment for appointments made after 1st September.

- The Governing Board will determine the pay range for a vacancy prior to advertising it. On appointment, it will determine the starting salary within that range to be offered to the successful candidate.
- Vacancies will be advertised as Main Pay Range (MPR1-6) or Upper Pay Range (UPR1-3). If the applicant meets the criteria in the job specification they will be paid as close to their current pay rate or pay rate at the date of employment within the advertised range.

5.2 Pay progression based on performance

- Decisions regarding pay progression will be made with reference to the employee's appraisal reports and the pay recommendations they contain. It is possible for a "no progression" determination to be made without recourse to the capability procedure.
- In the case of NQTs, whose appraisal arrangements are different, pay decisions will be made by means of the statutory induction process.
- To be fair and transparent, assessments of performance will be properly rooted in evidence. The evidence we will use will include, but may not be limited to;
 - Lesson observations
 - Pupil progress
 - Impact on wider outcomes for pupils
 - Improvements in specific elements of practice identified to the teacher
 - Contribution to the work of the school
 - Impact on the effectiveness of staff and colleagues
- Teachers' appraisal reports will contain pay recommendations. Final decisions about whether or not to accept a pay recommendation will be made by the Governing Board or Pay Panel, having regard to the appraisal report and taking into account advice from the senior leadership team. The Governing Board will ensure that appropriate funding is allocated for pay decisions made under this policy.

- Teachers will be eligible for normal incremental progression when they are assessed as fully meeting the relevant standards, their teaching is assessed as at least of a good standard, and they have achieved the other specific performance objectives allocated to them (or made good progress towards their objectives). Such progression will be no more than 1 point on the salary range per annum up to the top of the range.
- The Pay Panel will be advised by the Headteacher in making all such decisions. Any increase (i.e. no movement, one point, more than one point) will be clearly attributable to the performance of the teacher in question. The Pay Panel will be able to justify its decisions.

5.3 Pay determinations for main pay range teachers

The Pay Panel will review the main pay range annually, taking into consideration market and inflationary factors and determine the pay scale for main pay range teachers, including part time teachers.

The Governing Board have determined the pay scale for main pay range teachers, including part time teachers.

The School will have a single main pay range (MPR) for qualified teachers in six steps in line with national payscales ():

Classroom Teachers

	England (excl. London)		
	2022/23	2023/24	Increase
M1	£28,000	£30,000	7.1%
M2	£29,800	£31,737	6.5%
M3	£31,750	£33,814	6.5%
M4	£33,850	£36,051	6.5%
M5	£35,990	£38,330	6.5%
M6	£38,810	£41,333	6.5%
U1	£40,625	£43,266	6.5%
U2	£42,131	£44,870	6.5%
U3	£43,685	£46,525	6.5%

5.4 Pay determination for upper pay range

The Pay Panel will review the upper pay range annually, taking into consideration market and inflationary factors and have determined the pay scale for upper pay range teachers, including part time teachers. Progression to the upper pay range is set out as above.

- Any pay increase awarded to a teacher on the main/upper pay range will be permanent for as long as the teacher remains employed at this school in line with the School Teachers Pay & Conditions Document.
- These steps will be allocated on appointment and then by annual review to individual qualified teachers according to their role, duties and accountabilities within the School. The allocated role will be influenced by factors such as the teacher's relevant experience, skills, qualifications and aptitude. Progression between these steps will be dependent on two successful performance management reviews against the standards described in the sections of this Pay Policy dealing with pay progression and the upper pay range.
- Appointment to a pay band on the UPR will be subject to the teacher meeting the school's criteria for progression to UPR and the allocation of accountabilities proportionate to such a senior teaching role. Progression between the ranges will be dependent on review against the standards described in the section of this Pay Policy dealing with pay progression.
- There are two routes to the upper pay range - recruitment to an UPR post and application to progress to UPR.

6. APPLICATION TO PROGRESS TO THE UPPER PAY RANGE

6.1 Applications

The school has determined that applications will be accepted for movement to the upper pay range once per year by October 31st.

6.2 Applications and Evidence

- Any qualified teacher may 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.
- 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.
- All applications should include the results of reviews or appraisals under the 2011 or 2012 regulations, including any recommendation on pay (or, where that information is not applicable or available, a statement and summary of evidence designed to demonstrate that the applicant has met the assessment criteria).
- Applications should contain evidence from the last two working years.
 - Teachers who have worked in more than one school during the two years period can still make applications and provide performance reviews/appraisals from previous schools.

6.4 The Assessment

- a) An application from a qualified teacher will be successful where the Governing Board 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.

b) For the purposes of this pay policy:

UPS3: "Highly competent": Fulfilling UPS2 and 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.

UPS2: “Substantial”: Fulfilling UPS1 and 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.

UPS1: “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 in the pay policy). They will have been expected to have shown that their teaching expertise has grown over the relevant period and is consistently good to outstanding.

Applications for UPS will need to evidence:

Part 1 – Teaching Progress; Observations:

This section covers:

Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions; be accountable for pupils’ attainment, progress and outcomes; promote a love of learning and children’s intellectual curiosity; contribute to the design and provision of an engaging curriculum within the relevant subject area(s) Demonstrate an active role in subject leadership, creating policy, sequencing and mapping of subject area and action planning for to feed into the SIP; have a clear understanding of the needs of all pupils, including those with SEN; those of high ability; those with EAL; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them; know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements. Evidence through children’s books and pupil voice of continuous progression.

Evidence and Impact:

Part 2 CPD; Dissemination of good practice

This section covers:

Take responsibility for improving teaching through professional development, responding to advice & feedback from colleagues, monitoring and performance management; develop effective professional relationships with colleagues Through supporting and mentoring, knowing how and when to draw on advice and specialist support. Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils’ interest in the subject, and address misunderstandings; demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship; know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements. Contributions to staff training and INSETs. To use evidence based research to inform CPD and the effective distribution of this on a whole school level

Part 3 – Wider school contributions and Professional standards:

Evidence and Impact:

Part 3 – Wider school contributions and professional standards

Treat pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position. Having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions. Ensure that personal beliefs are not expressed in ways which exploit pupils' vulnerability. Maintain good relationships with pupils and staff, exercise appropriate authority, and act decisively when necessary. Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, recognition (in line with school policy) consistently and fairly; communicate effectively with parents with regard to pupils' achievements and well-being; deploy support staff (teaching Partners) effectively. Have proper and professional regard for the ethos, policies and practices of the school in which they teach and maintain high standards in their own conduct, attendance and punctuality. Have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities. Can demonstrate contributing to the wider school – after school clubs, parent events etc..

Evidence and Impact:

- c) The application will be assessed by the Headteacher. The governors' Pay Panel, advised by the Headteacher, will decide whether the standards for achieving UPS status have been demonstrated and the teacher may be required to provide reasonable information, as advised by the Headteacher, in support of their application. If unsuccessful the teacher can make representation to the Governing Board.

- d) Once a teacher has been successfully assessed for UPR they will remain on that pay range whilst their period of employment in the school lasts or they are successful in gaining promotion to a higher graded post.

7. LEADING PRACTITIONERS

- a) Where a LP post is determined, the Governing Board will take account of the STPCD. Additional duties will be set out in the job description of the LP role and will include:

- b) A leadership role in developing, implementing and evaluating policies and practices in the school that contribute to school improvement
 - 1. The improvement of teaching within school {and within the wider school community} which impact significantly on pupil progress
 - 2. Improving the effectiveness of staff and colleagues, particularly in relation to specific areas

3. Provide “outreach” work to other schools if required
- c) The Pay Panel will determine a pay range for each LP post taken from the available range (L0) to maximum (L19) in accordance with the Document. The pay range will reflect the nature of the duties, their level of accountability and responsibility and where there is more than one LP, a rationale for any distinction in the pay range between the roles.

8. PART TIME TEACHERS

- a) Teachers employed on an ongoing basis at the school but who work less than a full working week are deemed to be part-time. The Governing Board 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.
- b) Calculation of part time proportion for Classroom Teachers

$$\frac{\text{Employees Timetabled Teaching Week (ETTW)}}{\text{Schools Timetabled Teaching Week}}$$

- c) The timetabled teaching week calculation excludes break times, registration and assemblies and the mandatory lunch break required under the Working Time Regulations when teachers are not required to be on duty.
- d) An allowance will be made within the specified timetabled hours for a minimum of 10% planning, preparation and assessment time (PPA).
- e) Part time teachers will work a similar proportion of directed time as their full time colleagues based on the calculation given above. So for example if the FTE of the part time teacher is 0.6 this equates to 60% of directed time, i.e. 60% of 1265 or 759 hours per year.

8.1 Variation to timetabled/scheduled hours

- A part time teacher should not be required to attend work on any day of the week or part of any day of the week that they are not normally required to be available under the contract of employment.
- When a teacher is asked to attend work on a day outside their normal timetable and, if they agree to this additional work, they will be compensated for this additional work either by providing time off in lieu or by making an additional payment.

9. SUPPLY TEACHERS

- a) Supply teachers are defined in this policy as teachers who are engaged on a short notice basis, where the school is not obliged to offer work and the teacher is not obliged to accept any work offered.

- b) A supply teacher will only be used on those occasions when it is necessary to fill a short term and/or unexpected vacancy where it is impractical to recruit by normal methods or for the time needed to undertake a recruitment and selection process.
- c) Supply teachers who do not hold a teaching contract at this school (agency) will be appointed to a pay point on the main pay range only. The same criteria will be applied as those used for other newly appointed main pay range teachers in the school.
- d) Teachers who are currently appointed on the UPR at this school will be paid at their UPR point when carrying out supply teaching in this school.

9.1 Method of payment

The method of payment will depend on the anticipated duration of the appointment. The school's policy for the payment of teachers employed on this basis is as follows:

9.2 Supply teachers employed where appointment is anticipated to be for 6 weeks or more

- Teachers will be employed on a temporary or fixed term contract as regular full or part time teachers.
- Contractual length will be linked to the specific reason for the appointment. Salary will be paid on a regular monthly basis and employment will be on a basis identical to the conditions that apply to other regular staff, except for notice periods which may be determined at the start of the contract to meet the circumstances e.g. as little as one week's notice to cover a sickness absence.

9.3 Supply teachers employed where appointment is anticipated to be for less than 6 weeks

- Teachers will be employed on a day-to-day basis and will be paid by claim. Salary will be calculated using the following formula:

$$\frac{\text{Weekly Hours worked}}{6.5} \times \frac{\text{Annual salary}}{195}$$

- Supply teachers will be paid for the hours that they are required to work including preparation, assessment and marking time where these activities are required by the school. Working requirements will be made clear and the hours to be claimed will be agreed with the supply teacher at the time the offer is made and before the commencement of their work.
- Supply Teachers who work a full timetabled day should be paid for a full day of 6.5 hours which includes directed time, which must be agreed when the contract is offered.

- It should be noted that the use of this calculation method enhances pay to include a 'rolled up' holiday entitlement to ensure that they receive a payment for periods when schools are not in session proportionate to colleagues employed on a regular basis. This fact should be made clear to supply teachers. This arrangement will be subject to future change.

10. UNQUALIFIED TEACHERS

The use of unqualified teachers is limited to very specific circumstances and only on a time-limited basis. The governors will only consider the use of unqualified staff in the most exceptional circumstances. For example:

- a) When all attempts to secure suitable qualified teachers have failed.
- b) When the unqualified teacher possesses proven specialist skills, qualifications and experience to enable the Headteacher to guarantee a quality of performance equivalent to that of a qualified teacher.
- c) During a period, whereby the unqualified teacher, is gaining a recognised teaching qualification or qualified teachers status including Graduate Teaching Programme (GTP) and overseas teachers. When a teacher receives notification of Qualified Teachers Status the school will review the teacher's salary in line with the School Teachers Pay and Conditions Document (STPCD).
- d) On a temporary basis, whilst further attempts are made to recruit a qualified replacement.

10.1 Pay on appointment

- The Pay Panel will pay any unqualified teacher in the pay range (2023-2024)
 - 1 **£20,598**
 - 2 **£22,961**
 - 3 **£25,323**
 - 4 **£27,406**
 - 5 **£29,772**
 - 6 **£32,134 (in line with the STPCD).**
- The Pay Panel will determine where a newly appointed unqualified teacher will enter the scale, having regard to any qualifications or experience s/he may have, which they consider to be of value.
- The Pay Panel will consider whether it wishes to pay an additional allowance, in accordance with the STPCD.
- If, during their period of employment at the school, an unqualified teacher becomes qualified, the pay will be determined on the Main Pay range from the date of qualification.

10.2 Pay determinations

- In order to progress up the unqualified teacher range, unqualified teachers will need to show that they have made good progress towards their objectives.
- The Governing Board will, in exceptional circumstances, consider awarding an enhanced pay progression of two points. The Pay Panel will exercise this discretion on the recommendation of the Headteacher, where the outcomes of the performance review demonstrate that such an award is clearly merited.
- Judgments will be properly rooted in evidence. As unqualified teachers move up the scale, this evidence should show:
 1. an improvement in teaching skills
 2. an increasing positive impact on pupil progress
 3. an increasing impact on wider outcomes for pupils
 4. improvements in specific elements of practice identified to the teacher
 5. an increasing contribution to the work of the school
 6. an increasing impact on the effectiveness of staff and colleagues
- Information on sources of evidence is contained within the school's appraisal policy.
- The Pay Panel will be advised by the Headteacher in making all such decisions. Pay progression on the unqualified teacher range will be clearly attributable to the performance of the individual teacher. The Pay Panel will be able to objectively justify its decisions.

11. THE LEADERSHIP GROUP

The governors will establish a grading structure for the Leadership group following consultation with staff and their representatives. This structure is published in appendix 1 at the end of this document.

11.1 Headteacher

- The Governing Board will determine an Individual School Range (ISR) for the Headteacher which will consist of seven points within the appropriate range of salaries and the Headteacher will be paid on a point within this range. **Currently max spinepoint is L24.**
- The Governing Board will define and set out the specific role, responsibilities and accountabilities of the post as well as the skills and relevant competencies required.
- The Governing Board will calculate the total unit score for the school (in accordance with the STPCD) which assigns the school to a Headteacher group and determines a broad pay range.
- Taking into account the complexities and challenge of the role in the particular context of the school, including any recruitment or retention considerations or other permanent responsibilities as described in a) above, the Governing Board will determine a Headteacher pay range for the school within the broad pay range of the Headteacher group. This decision and the reasons behind it will be recorded.
- The Governing Board have the discretion to award time limited payments to the Headteacher for temporary or occasional responsibilities. These will be recorded and monitored, and the Governing Board will ensure that such payments in any one year do not exceed 25% above the maximum of the Headteacher's group for their school.

Pay on appointment

- a) The school will set the starting salary in the light of candidate specific factors such as the extent to which the candidate meet the specific requirements for the post taking into account future scope for performance related progression.
- b) The school will review the Headteacher's pay range when there is vacancy in the leadership team or a significant change in the school's circumstances.

11.2 Deputy Headteacher

- The governors will set a five-point range on the leadership group spine in the gap between the salary of the highest paid classroom teacher and the bottom of the Headteacher's ISR. The highest paid classroom teacher is a notional point as determined in the STCPD

- The governors will set a pay range for the Deputy Headteacher, the maximum point of which is below the minimum of the Headteacher's pay range. **Currently max spinepoint is L15**
- The Assistant Headteacher's salary range is a range of five consecutive points on the Leadership scale. The bottom of the range must be set above the salary for the best paid Classroom teacher as in the case of the Deputy Headteacher. The top of the range must be set below the maximum of the Deputy Headteacher's salary range.
- A new Deputy Headteacher or Assistant Headteacher will normally be placed on the minimum of the established range of points on initial appointment. The governors will, however, consider using its discretion to use any of the first three salary points on the ISR to match the existing salary of a preferred candidate.
- The Deputy Headteacher and Assistant Headteacher are entitled to an annual salary review and progress within their salary range on the basis of criteria laid down in the Appraisal Policy.
- The Pay Panel will ensure that the pay range selected adequately reflects the level of duties and responsibilities required of the Deputy Headteacher and Assistant Headteacher.
- The Pay Panel will review the Deputy Headteacher's and Assistant Headteacher's salary range when a new appointment to such a role is to be made, and periodically under other circumstances to reflect changes in the school's situation.
- In the event that the Deputy Headteacher is required to replace the Headteacher during an absence for a period of four weeks or more the governors will pay an allowance to recognise the additional responsibilities involved. The allowance will be calculated as the difference between the Deputy Headteacher's salary and the minimum of the Headteacher's salary range and will be paid from the beginning of the acting appointment.
- In the event that an Assistant Headteacher or Classroom Teacher agrees to act up in a post within the Leadership Group, salary will be paid at the minimum of the salary range for the post involved or an amount equivalent to two points on the Leadership scale, whichever is greater. The allowance will be paid from the beginning of the Acting up period.
- It is accepted that Assistant Headteachers cannot be required to become an Acting Headteacher under these circumstances but may agree to do so.

Pay on appointment

- The school will set the starting salary in the light of candidate specific factors such as the extent to which the candidate meets the specific requirements for the post taking into account future scope for performance related progression.

The school will review the Deputy/Assistant Headteachers pay range when there is vacancy in the leadership team, or a significant change in the school's circumstances

12. ADDITIONAL PAYMENTS TO HEADTEACHERS/TEACHERS

- a) Only the Governing Board has the discretion to make payments to teachers for continuing professional development, initial teacher training activities and out of school learning activities. The governors resolve to make such payments only in the most exceptional circumstances on the recommendation of the Headteacher. The Governing board may make such payments as they see fit in line with the STPCD.
- b) Honorariums are not accommodated in the STPCD therefore payment of this sort are prohibited.

13. DISCRETIONARY ALLOWANCES & PAYMENTS

- a) The STPCD makes provision for Governing Bodies to award additional allowances to teachers under a number of circumstances. These are detailed below. The school will only use such allowances under very specific circumstances where there is a clear factual reason to justify the additional payment. This reason will be clearly identified in each case and will be reflected in job descriptions and/or appointment letters. For part-time staff the allowance or payment will be pro-rata.
- b) The Governing Board will conduct an annual formal review of all such awards.
- c) In relation to the Headteacher, any additional payment under this section will form part of the 25% limit on the use of all discretions unless the Governing Board choose to use the "wholly exceptional circumstances" discretion.
- d) The Headteacher pay range should consider difficulties in recruitment or retention so no additional allowance can be paid to the Headteacher.

13.1 Teaching and Learning Responsibility Payments

- The Pay Panel may award a TLR to a classroom teacher. TLR 1 or 2 will be clearly defined and sustained additional responsibility in the context of the schools staffing structure for the purpose of ensuring the continued delivery of high-quality teaching and learning. The job descriptions will make clear, the responsibility or package of responsibilities for which a TLR is awarded, taking into account the criterion and factors set out in the STPCD, including for a TLR 1 significant line management responsibilities e.g. the school may determine a management ratio of at least 1 to 5.
- Details of this structure and the value of TLR payments to be used in this school are included as Appendix 1 at the end of this document.

- TLR 1 or 2 will be for clearly defined and sustained additional responsibility in the context of the schools staffing structure for the purpose of ensuring the continued delivery of high-quality teaching and learning.
 - i. The annual value of a TLR 1 must be between **£9,272** and **£15,690**
 - ii. The annual value of a TLR 2 must be between **£3,214** and **£7,847**
- The Pay Panel may award a TLR3 of between £639- £3,169 for clearly time-limited school improvement projects, or one-off externally driven responsibilities as set out in this document. This would not normally be for a period of more than 1 year but may be for a much shorter period. The Governing Board will write to the teacher the fixed term's duration and the amount of the award which will be paid in monthly instalments. At the end of the fixed term period the employee returns to their substantive role and no safeguarding will apply in relation to an award of a TLR3.
- Only one TLR 1 or 2 may be held at any time. Where the duties of the postholder change, the value of the TLR should be re-determined.

13.2 Temporary and Acting TLR 1 and 2 Payments

Temporary awards of TLR payments will only be made during the absence of permanent TLR post holders or where there is a vacancy. Where temporary awards are made the reason for the temporary award will be made clear in writing together with the date the award will end and/or the event that will bring the additional duties and associated allowance to an end.

13.3 Special educational needs (SEN) Allowances

- The Pay Panel will award an SEN allowance at a point between £2,539 and £5,009 to any classroom teacher who meets the criteria as set out in this document.
- When deciding on the amount of the allowance to be paid, the Governing Board will take into account the structure of the school's SEN provision, whether any mandatory qualifications are required for the post, the qualifications or expertise of the teacher relevant to the post; and the relative demands of the post (STPCD).
- The Governing Board will also establish differential values in relation to SEN roles in the school in order to reflect significant differences in the nature and challenge of the work entailed so that the different payment levels can be objectively justified. The Governing Board will take account of the STPCD guidance

13.4 Recruitment and Retention incentives

- Payment of a Recruitment or a Retention Incentive will be determined on the basis of local market conditions. The governors have the discretion to award an allowance or other benefit to attract a suitable candidate to a post or to retain a teacher in a post.

- The amount and nature of this allowance or benefit is not specified in the document but the Pay Panel will make clear at the outset, in writing, the expected duration of any such incentive or benefits and the review date after which they may be withdrawn. (See STPCD guidance)

14. SCHOOL SUPPORT STAFF

14.1 Determination of grades (Job Evaluation)

- The governors will establish a grading structure for support staff within the school following consultation with staff and their representatives. This structure is published in appendix 1 at the end of this document.
- The Governing Board recognises its legal obligations in relation to equal pay and equal treatment and has resolved to adopt the county council's Job Evaluation Scheme in full as a means of meeting these obligations in relation to support staff.
- The Pay Panel will be responsible for ensuring that support staff grading is reviewed and that appropriate advice regarding the grade of a post is obtained from the HR Team when:
 1. New posts are created.
 2. A review indicates that an existing post has changed to the extent that an evaluation is felt to be necessary.
 3. A member of staff requests a review of the grade of their post.
- It is understood that the advice received in relation to the grading of posts under these circumstances will be based on a detailed job evaluation using the scheme applied throughout the county council.

14.2 Appeals against the grading of posts

- Support staff can submit appeals against the grading of their post to the Pay Appeals Panel in line with the process in appendix 2.
- The appeal must indicate the basis for the appeal and include any additional information necessary to support the appeal.
- The Pay Appeals Panel will consider such representations including any additional evidence provided and, if it agrees that there is a case for further consideration and agrees with the factual evidence provided, will forward the detail available and their recommendations to the County Council Job Evaluation (JE) team (in line with the JE appeals procedure) with a JE appeals request. This procedure only applies to schools who participate in the Council's JE scheme.

- The results of this JE appeal will be accepted by the Pay Appeals Panel and will be passed on to the appellant as soon as it is received.

14.3 Determination of starting salary on initial appointment to the school

Support staff new to the school will normally be placed on the minimum point of the scale to which they have been appointed. However, the governors have the discretion to, on the recommendation of the Headteacher, give credit for skills and experience which is regarded as relevant and of particular value to the school.

14.4 Annual salary progression

- Incremental progression to the top of salary scales is automatic unless the school has determined there is unsatisfactory performance.
- Annual progression within a salary scale is intended to be recognition that members of the school's staff have met the requirements of their job and made a full contribution to the work of the school.
- Support staff who meet this requirement will be entitled to progress to the next point on scale on 1st April each year on the basis of satisfactory service throughout the previous calendar year.
- The governors will make arrangements to ensure that a review of performance is undertaken during the Spring Term (term two) or earlier each year as part of this process.
- There are separate arrangements for staff in their first year of service when the payment of a first increment must be delayed until six months service has been accumulated.

14.5 Circumstances in which points will be delayed or withheld

- The governors have the power, in exceptional circumstances, to withhold or delay the award of an annual salary point in cases where service during the course of the previous calendar year has been found to be unsatisfactory.
- This power will only be used as a last resort and as part of an on-going formal performance procedure, and where the member of staff has been given a formal warning, issued under one of those procedures.
- The governors will require that there is evidence to demonstrate a full and proper process.

14.6 Review of job description and hours of work

The Pay Panel will request that the Headteacher periodically review both the job description and hours of work for members of the school's support staff. The Headteacher will be

expected to make recommendations for changes where it is felt that hours of work have become insufficient for the needs of the school and/or for the reevaluation of the grade of the post where the job description indicates that the job has changed.

14.7 Support Staff working in a part time capacity

Staff working throughout the year

- Part-time staff have identical entitlements in relation to pay as their full-time colleague except that salary is paid on a pro rata basis to reflect the proportion of time worked. Salary entitlement for staff working all year round on a part time basis is as follows:

$$\frac{\text{Contracted hours of work}}{37} \times \text{Annual salary} = \text{Pro rata salary}$$

- The resultant salary from this calculation includes the entitlement to 6.5 (7.5 after five years' service) pro rata weeks of paid leave.
- Annual leave entitlements are normally taken during school holiday periods

14.8 Term time only staff

The same conditions apply to staff employed on a term time only basis except that the calculation reflects the shorter working year and a pro rata paid leave entitlement:

$$\frac{\text{Contracted hours of work}}{37} \times \frac{\text{Weeks worked} + 5.6 \text{ weeks leave entitlement}}{52.1429} \times \text{Annual salary}$$

14.9 Pay/compensation for additional work

- Support staff must receive compensation for any additional work they are required to do by the Headteacher or line manager. Permission must be sought before additional work is undertaken.
- Compensation will be agreed when permission is given for the additional work and will take the form of time off in lieu, at a mutually agreed time or an additional payment.
- For full time staff a payment will take the form of an overtime payment at the rate specified in conditions of service, for part time staff the payment will be at plain time until 37 hours have been worked (aggregated over the course of a month) then overtime rates will apply.

APPENDIX 1 School Staffing Structure 2024

Headteacher

Gayle Fletcher (leadership range)

School Leadership Team (SLT)

Deputy Head (leadership range) – Lara Hudson

Foundation Stage phase leader (TLR 2) – Nicky Farrow

(Full Time)

Maths Lead/ PSHE Lead (TLR 2) – Justin Bloys (Full Time)

SENDCo – Katie Turner (SEN Allowance) (part time)

School Business Manager – Helen Nash (part time)

Vicky Walls Ks2 Lead (Full time)

Teaching staff

18 class teachers (MPR and UPR)

3 teachers (PPA)

1 ECT Support post

Support Staff

30 Teaching Partners

1 Apprentice Teaching partners

1 OPAL Lead

1 Pastoral lead

8 MDSA

Kids' Club Staff

1 Club Manager, 1 Deputy Manager and 4 playworkers

Admin Staff

Senior Administrator – Steph Frances

School Administrator – Gill Parker

Admin assistant – Caroline O'Donnell

Karen Hughes – Clerk to governors

Site Manager

Andy Norton

APPENDIX 2

APPEALS POLICY

1. Introduction

- a) 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.
- b) As part of the overall appraisal process, a pay recommendation is made by the appraiser/reviewer (normally the line manager) and discussed with the teacher at the Review Meeting prior to being submitted to the school's Pay Panel or relevant decision-making Board. Written details of and the reasons for the pay recommendation will be given to the teacher.
- c) 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 appraiser/reviewer, they should be given the opportunity to do so before the final pay recommendation is drafted in the appraisal report. 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 appraisal report will be updated to reflect the discussion.
- d) 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.

2. Appeal hearing procedure

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

3. Guidance

- a) 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.
- b) Teachers / Headteachers should put their appeal in writing to either the Headteacher or the Governing Board; their appeal should include sufficient details of its basis.
- c) Appeals should be heard without unreasonable delay and at an agreed date, time and place.

- d) 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.

4. Appeal Procedure Steps: Informal Stage

- a) 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”.
- b) 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 sufficient detail statement of the appeal’s grounds. 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.
- c) “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 Board. If the teacher wishes to exercise their right of appeal, they must write to the Clerk of the Governing Board at the earliest opportunity and normally within 10 working days, including a statement of the grounds of the appeal and sufficient details of the facts on which they will rely.
- d) This will invoke the Formal Stage of the Appeal Procedure.

5. Appeal Procedure Steps: Formal Stage

- a) On receipt of the written appeal, the Clerk to the Governing Board 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.
- b) 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.
- c) 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.

6. The Modified Procedure

- a) 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.
- b) 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 Board;
 - 3. The Chair of the Governing Board will consult with relevant school personnel and provide the teacher with an appropriate written response on behalf of the school.