


Pears Family School London.

(Keeping a child's mind in mind)

Pay Policy

Date most recently Approved	Oct 2023
Review Date	Oct 2024
Headteacher	Matthew Hillman
Headteacher Signature	
Chairs Signature	

At the heart of all policies at The Pears Family School are the following principles:

- Every young person in our school, whatever his or her personal circumstances can learn and achieve.
- Every young person in our school, whatever his or her self-perception and previous experiences, has academic and creative potential to become a valuable member of society.
- The key to learning at The Pears Family School lies within the quality of the relationships between pupils, family members, staff and the intermediate agencies with whom we work.
- The success of our school is based on high expectations, mutual trust, caring for each other and taking responsibility.
- Every young person in our school is capable of becoming an agent for change in his or her local community.

Our vision is to provide our pupils with the confidence, academic progress, and ambition to take the next steps towards a successful and productive life and to be able to contribute positively within their local community and wider society.

Statement of Intent

This policy sets out the framework for making decisions on teachers' pay. It has been developed to comply with current legislation and the requirements of the National and Local School Teachers' Pay and Conditions.

The Pears Family School intends to follow the recommendations in that document but may, when the document is updated, consider whether it continues to be appropriate to follow such national policy if that policy no longer seems appropriate.

Introduction

This policy has been developed taking into account the decisions that relevant bodies have to make. It covers pay arrangements for all teachers, including Head Teachers. In line with DfE policy, all pay progression from September 2023 for teaching staff should be linked to performance. The Appraisal process is the means by which performance will be assessed.

The Governing Body will seek to ensure that all teaching staff are valued and receive proper recognition for their work and their contribution to the school.

Scope of the policy

- Teaching Staff
- Teaching Assistants and support staff**
- S L T a n d Head Teacher

Relevant Legislation

- Education Act 2011
- Employment Rights Act 1996
- Employment Relations Act 1999, Employment Act 2002
- Part-Time Workers (Prevention of Less Favourable Treatment) Regulations 2000
- Fixed Term Employees (Prevention of Less Favourable Treatment) Regulations 2002
- Equalities Act 2010/2012.

Related Policies

- Appraisal Policy
- Code of conduct policy

Date of Review

The policy will be reviewed annually to take account of national policy development and staff feedback and will be updated where appropriate.

Consistency of Treatment and Fairness

The Governing Body is committed to ensuring consistency of treatment and fairness and will abide by all relevant equality legislation, i.e. The Race Relations Act 1976, The Sex Discrimination Act 1975 and 1986, The Equal Pay Act 1970, The Disability Discrimination Act 1995, Employment Rights Act 1996, Employment Relations Act 1999, Employment Act 2002, Part-Time Workers (Prevention of Less Favourable Treatment) Regulations 2000, Fixed Term Employees (Prevention of Less Favourable Treatment) Regulations 2002, The Employment Equality (Sexual Orientation) Regulations 2003, The Employment Equality (Religion and Belief) Regulations 2003, The Employment Act 2008 and The Equalities Act 2010/2012.

Delegation

The Governing Body chooses to delegate some of its functions to the Finance, Premises and HR sub-committee.

Monitoring and Evaluation

The Governing Body will monitor the operation and effectiveness of the pay policy. The Head Teacher will be asked for the details of the operation of the pay and appraisal policies. This may include preparing an annual written report on the operation of the pay policy, including trends in progression across teachers to support the assessment of its effect and continued compliance with equalities legislation.

Determining Teachers' Pay

Pay rates outlined in this policy have been updated to reflect those within the School Teachers Pay and Conditions Document 2022 for England and Wales. The Pears Family School also commits to ensure that London weightings or otherwise locally agreed contractual supplements will be paid to those who are eligible. Please note that the application of the 2023 pay award is in line with the 2022 School Teachers' Pay and Conditions Document in which the recommendations in the STRB's 33rd Report on the 2023-24 pay award have been applied. This is separate to pay progression, i.e. movement up a pay range, which must be linked to performance and is captured more fully within the appraisal process for teachers. The pay award should be implemented for all teachers with effect from 1 September 2023.

The Pears Family School Policy on determining Teachers' and support staff Pay

Aims and Principles

This policy sets out the framework for making decisions on Teachers' and support staffs pay. It has been developed to comply with current legislation and the requirements of the School Teachers' Pay and Conditions Document ("the Document") as well as teachers and teaching assistants standards document. In adopting this pay policy the aim is to:

- maximise the quality of teaching and learning in the school;
- support the recruitment, retention and motivation of high quality teachers, teaching assistances and support staff;
- to recognise and reward staff appropriately for their contribution to the school;
- ensure that decisions on pay are managed in a fair, objective and transparent way;
- not to exercise pay discretions with the objective of increasing final salary for pension purposes.

Pay decisions at this school are made by the Governing Body from information provided by the head teacher in terms of individuals performance.

Pay decisions are made on behalf of the full Governing Body which has delegated certain responsibilities and decision making powers to the Finance, Premises and HR sub-committee (FP&HR Committee). This body is also responsible for the establishment and review of the pay policy. The Head Teacher is responsible for advising this committee on its decisions.

Roles and Responsibilities

The role of the Governing Body will be to:

- approve the pay policy statement, including procedures for addressing teachers' grievances in relation to their pay;
- establish a (sub) committee structure, with appropriate delegation, to implement the policies;
- determine what amount should be set aside from the school's budget for discretionary pay awards;
- consider recommendations from the Head Teacher about what awards should be given on the basis of the policy and budget;
- Determine the Individual School Range and pay of the Head Teacher;
- ensure the total of all discretionary payments made to a Head Teacher in respect of any school year must not exceed 25% of the amount which corresponds to that individual's point on their ISR for that year. All discretionary payments received in relation to their role as a Head Teacher counts towards the limit;

- ensure that awards are made without discrimination;

- monitor the overall distribution of awards and the impact of the policy on all staff;
- inform all staff of the policy adopted, including procedures for addressing grievances in relation to their pay.

The role of the Head Teacher will be:

- to formulate the policy for discussion by staff and agreement by the Governing Body;
- to recommend staffing structures for teaching and support staff;
- with the help of other senior staff as appropriate, to review performance information for eligible teachers and make recommendations to the Governing Body or FP&HR sub-committee;
- to monitor the impact of the arrangements on teachers, support staff and teaching and learning at the school, and to report to the Governing Body.

Pay Reviews

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

2. Reviews may take place at other times of the year to reflect any changes in circumstances or job description that lead to a change in the basis for calculating an individual's pay. A written statement will be given after any review and where applicable will give information about the basis on which it was made.

3. Where a pay determination leads or may lead to the start of a period of safeguarding, the required notification will be given promptly and no later than one month after the date of determination.

4. Where a review of the staffing structure has had or is likely to have an impact on the pay of any teacher, a revised pay statement will be issued as soon as possible (and in any event within one month of the Governing Body's determination). The Governing Body will take particular care to notify teachers of likely changes to their pay at the earliest opportunity because teachers must be informed of any pay safeguarding implications resulting from the revisions. The Governing Body will ensure that teachers are given full information about the safeguarding rules with the revised pay statement, to enable teachers to calculate the likely longer-term position in relation to their own pay.

5. All pay decisions will be made on objective criteria so that there is no discriminatory effect on any teacher or group of teachers with a particular protected characteristic under the Equality Act 2010.

Basic Pay Determination on Appointment

The pay range for a vacancy will usually be determined at school level prior to advertising as will the starting salary within that range to be offered to the successful candidate.

In making such determinations, a range of factors will be taken into account, including:

- the nature of the post
- the level of qualifications, skills and experience required
- market conditions
- the wider school context
- There is no assumption that a teacher will be paid at the same rate as they were being paid in a previous school.

6. When determining the starting pay for a classroom teacher who has previously worked in a Local Authority maintained school or academy in England or Wales, normally the teacher will be paid on the Main Pay Range or Upper Pay Range at a scale point which at least maintains the teacher's previous pay entitlement plus any pay progression which they would have received had they remained in their previous post. In circumstances where a different determination is made, the reasons for the determination¹ will be recorded in writing, following discussion with the applicant with a view to reaching agreement on starting pay.

7. When determining the starting pay for a classroom teacher taking up their first appointment as a qualified teacher, the expectation is that the teacher will be paid on the minimum of the Main Pay Range.

8. Additional points for relevant experience may be considered locally on the following basis (the maximum number of additional points awarded will normally be two):

- One point for each year of employment as a qualified teacher in higher or further education, including sixth form colleges or in independent schools in England and Wales or in the European Economic Area and Switzerland.
- One point for each year of employment as a qualified teacher within state sector schools outside England and Wales.
- One point for each three years' experience outside teaching which is considered to be of value to the performance of the teacher's duties, e.g. industrial or commercial training, work in an occupation relevant to the teacher's work at the school, and experience with children/young people.

¹ Circumstances in which a different determination could be made might for example include a teacher who has only two years' experience as a qualified teacher and who has been paid by their previous school at the top of the Main Pay Range. A decision may then be made that they should be paid no more than other teachers with similar experience already employed at the school

Main Pay Range (Paragraph 13, STPCD 2022)

9. Qualified teachers who are not entitled to be paid on any other pay range will be paid in accordance with the school's main pay range. This is set at the Inner London pay scale

Scale Point
M1 (minimum)
M2
M3
M4
M5
M6

Upper Pay Range Point Annual Salary

Scale Point
U1
U2
U3

10. A teacher will be paid on the upper pay scale if:

- a) the teacher is employed in a school as a post-threshold teacher, for as long as the teacher is so employed at that school without a break in the continuity of their employment;
- b) the teacher applied to a school to be paid on the upper pay range in accordance with STPCD 2022, that application was successful, the teacher is still employed at that school and there has been no break in their continuity of employment; or
- c) the teacher was employed as a member of the leadership group in that school, has continued to be employed at that school without a break in the continuity of their employment, was first appointed as such on or after 1 September 2000, and occupied such a post or posts for an aggregate period of one year or more. and the teacher will not be paid on the pay range for leading practitioners or as a member of the leadership group

Pay Range for Leading Practitioner Posts

11. The primary purpose of Leading Practitioner posts is the modelling and leading improvement of teaching skills, where those duties fall outside the criteria for the TLR payment structure.

12. Where it has been determined that Leading Practitioner teacher posts are required they must be identified in the school's staffing structure.

13. The relevant body has established the following pay scale:

Leading Practitioner pay scale.

Scale Point
LP 1
LP 2
LP 3
LP 4
LP 5
LP 6
LP 7
LP 8
LP 9
LP10
LP11
LP12
LP13
LP14
LP15
LP16
LP17
LP18

14. The individual post range for a Leading Practitioner post will consist of five consecutive points on the Leading Practitioner pay scale.

15. When determining the pay scales for Leading Practitioner posts, regard will be given to the challenge, demand and responsibilities of the post and will keep in mind the need to ensure pay equality between posts of equal weight and fairness in pay relativities. If more than one Leading Practitioner post is determined, the individual post range for each post should be determined separately.

16. The policy of the Governing Body is to appoint any new Leading Practitioner teacher at the bottom point of the individual post range. The professional responsibilities of classroom teachers are set out in the STPCD 2022.

17. The main pay range is not an incremental scale and there is no automatic right to pay progression. Decisions regarding pay progression will be made annually with reference to the most recent performance appraisal report and the pay recommendation they contain.

18. The Governing Body expects all teachers 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 good

performance is rewarded and that good teachers have the opportunity over a number of years, to progress to the maximum of their respective pay range.

Unqualified Teacher Pay Range

19. The relevant body has established the following Inner London pay scales for Unqualified teachers:

Scale Point
UQ1
UQ2
UQ3
UQ4
UQ5
UQ6

20. There are different types of 'unqualified teacher' described in the Document:

- trainees working towards qualified teacher status (QTS),
- overseas trained teachers, and
- instructors who are people with a particular skill, special qualifications and or experience.

21. Decisions on the starting pay of an unqualified teacher will be taken locally and may consider awarding one or more points above the minimum for relevant qualifications and experience on the following basis:

a. Qualifications: (maximum of 1 point)

- One point for a recognised overseas teaching qualification.
- One point for a recognised post-16 teaching qualification 2.
- One point for a recognised qualification relevant to their subject area.

b. Experience:

- One point for each year of service as an overseas-trained teacher
- One for each year of service teaching in further education, including sixth form colleges.
- One point for each year of service teaching in higher education.

22. Consideration should be given on a case by case basis to the following:

- three years spent outside teaching but working in a relevant area. This might include industrial or commercial training, time spent working in an occupation relevant to the teacher's work at the school, and experience with children/young people.
- An unqualified teacher who becomes qualified must be moved to the main pay range for classroom teachers according to the rules set out in the Document.²
- Where an unqualified teacher is enrolled on one of the salaried employment

² STPCD2022 section2, part 3 paragraph 18

based routes into teaching they will be paid on the unqualified teachers' range.

Unqualified Teachers' Allowance

23. An allowance may be paid to an unqualified teacher who takes on a sustained additional responsibility which
- is focused on teaching and learning; and
 - requires the exercise of a teacher's professional skills and judgment; or
 - where the individual has qualifications or experience which bring added value to the role being undertaken.
24. The value of the allowance will be determined by the post held in the school's structure and also the ability to recruit and retain in that post.
25. Unqualified teachers may not hold TLR payments or SEN allowances.

Leadership Group Pay

26. The determination of leadership group pay introduced in the 2014 Document should only be applied to individuals appointed to a leadership post on or after 1st September 2014 or those whose responsibilities have significantly changed on or after that date.
27. The Governing Body may choose to review the pay of all of their leadership posts under the arrangements introduced in the 2014 Document if they determine that this is required to maintain consistency with pay arrangements for new appointments to the leadership team made on or after 1 September 2014 or with pay arrangements for those whose responsibilities have significantly changed on or after that date.
28. Posts paid on the Leadership Pay Range must be identified in the school's staffing structure.
29. The following pay scale is applicable to teachers whose posts are paid on the Leadership Pay Range:

Pay Range for Head Teachers

30. The Governing Body will determine the pay range for the Head Teacher
- when it proposes to make a new appointment
 - if there has been a significant change in the responsibilities of the Head Teacher
 - when the pay range for a Deputy or Assistant Head Teacher is set which overlaps with the ISR
 - when there is a change in the school, such as an increase in pupil numbers or the introduction of additional services

- at any time if they consider it necessary to review the range to retain a Head Teacher

31. A range of seven pay points for the Head Teacher will be chosen from the range of points available for the Head Teacher group of the school. The Head Teacher group will be determined in accordance with the Document.³

Head Teacher Group	Annual Salary Range
1	L6-L18
2	L8-L21
3	L11-L24
4	L14-L27
5	L18-L31
6	L21-L35
7	L24-L39
8	L28-L43

32. When determining the salary of a new Head Teacher, account must be taken of all of the permanent responsibilities of the role, any challenges that are specific to the role, and all other relevant considerations, including any recruitment or retention issues. In the case of a new appointment, consideration may be given to adjusting the pay range to take account of how closely their preferred candidate meets the requirements of the post. A new Head Teacher will normally be placed at one of the first four points of the Head Teacher's pay range to ensure that there is appropriate scope within the range to allow for performance related progress over time.

33. In setting the Head Teacher's pay range, regard must be given to the highest point on the range for a Deputy or Assistant Head and the salary of the highest paid classroom teacher⁴, to ensure that appropriate differentials are created and maintained between posts of differing responsibility and accountability. Pay ranges for Head Teachers should not normally exceed the maximum of the Head Teacher group. However, the Head Teacher's pay range (where determined on or after 1 September 2014) may exceed the maximum where the Governing Body, in liaison with relevant body, determines that circumstances specific to the role or candidate warrant a higher than normal payment. In any such cases the maximum of the Head Teacher's pay range must not exceed the maximum of the Head Teacher group by more than 25% unless in exceptional circumstances and where supported by a business case.⁵

34. Additional discretionary payments may be made on occasion to a Head Teacher for clearly temporary responsibilities or duties that are in addition to the post for which their salary has been determined. In each case the Governing Body must not

³ STPCD 2022 Section2, Paragraphs 5-9

⁴ The highest paid classroom teacher at the school is a notional calculation based on the value of UPR 1 and the total value of the highest TLR and/or SEN allowance awarded at the school.

⁵ In such circumstances the relevant body must seek external independent advice. STPCD 2022 Section 2, Part 2, paragraph 9

have previously taken such reason or circumstance into account when determining the Head Teacher's pay range. The total sum of payments made to a Head Teacher in any school year must not exceed 25% of the annual salary which is otherwise payable to the Head Teacher, and the total sum of salary and other payments made to a Head Teacher must not exceed 25% above the maximum of the Head Teacher group unless in wholly exceptional circumstances and where supported by a business case.⁶

35. The Governing Body has determined that the Individual School Range (ISR) for the academic year 2023-24 is Group 5. This would be reviewed if there was significant change in the size and nature of the school.

Pay Range for Deputy and Assistant Head Teachers

36. The Governing Body should determine the pay range for Deputy and Assistant Head Teachers when proposing to make new appointments, or where there is a significant change in the responsibilities of serving Deputy or Assistant Head Teachers. When determining an appropriate pay range, account will be taken all the permanent responsibilities of the role, any challenges that are specific to the role, and all other relevant considerations, including any recruitment or retention issues.

37. The pay range should only be reviewed if there is a significant change to the responsibilities of the post or if a review is necessary to maintain consistency with pay arrangements for new appointments to the leadership team.

38. A range of five pay points for Deputy and Assistant Head Teachers will be determined. Ranges for Deputy and Assistant Head Teachers should be set between the bottom of the Head Teacher's range and the highest paid classroom teacher.⁷

39. A new Deputy or Assistant Head Teacher will normally be placed at one of the first three points of the pay range to ensure that there is appropriate scope within the range to allow for performance related progress over time. The Governing Body has determined that Deputy Head Teacher posts and Assistant Head Teacher posts are to be included in the school's staffing structure. Where there is more than one Deputy Head Teacher or more than one Assistant Head Teacher, the Governing Body have the discretion to determine different pay ranges for each post.

40. The Governing Body will determine a five point pay range for Deputy and Assistant Head Teachers. The Governing Body must ensure that the pay range for Deputy and Assistant Head Teachers is determined in accordance with paragraphs 41 and 42 with due regard to pay rates for other teaching posts and the Head Teacher.

41. The pay range for Deputy Head Teachers for the academic year 2023-24 is as follows:

⁶ As 5 above

⁷ As 4 above.

Spine Point
L12
L13
L14
L15
L16

42. The pay range for Assistant Head Teachers for the academic year 2023-24 is as follows:

Spine Point
L3
L4
L5
L6
L7

43. The ISR is not an incremental scale and there is no automatic right to pay progression. The Head Teacher must demonstrate sustained high quality of performance, with particular regard to leadership, management and pupil progress at the school and will be subject to a review of performance against performance objectives before any performance points will be awarded.

44. Decisions regarding pay progression will be made annually with reference to the most recent performance appraisal report and the pay recommendation they contain. Any movement up the pay range will only be made where there has been sustained high quality of performance.

45. The circumstances in which the Governing Body will consider awarding a pay point are where its appraisal outcome confirms:

- the Head Teacher has met or made appropriate progress towards the majority of his/her individual objectives (there may be acceptable reasons for targets not been met and these will be discussed with the Governing body)
- the Head Teacher is meeting all the Head Teacher Standards
- pupil progress is good or outstanding or is improving
- there has been positive impact on wider outcomes for pupils
- improvements can be evidenced in specific elements of practice such as behaviour management or lesson planning
- evidence exists of positive impact on the effectiveness of teachers or other staff and he/she is making a wider contribution to the school.

46. Where its appraisal outcome confirms the Head Teacher has made a specific exceptional contribution to school life which exceeded his/her individual objectives and has had a demonstrable impact on pupil progress outcomes on the quality of teaching and learning across the school and applications for places are increasing.

47. Head Teachers are not eligible for teaching and learning responsibility payments.

Pay Progression based on Performance

48. All decisions about pay progression for teachers, i.e. movement up the appropriate pay range, must be linked to performance.

49. Teachers in The Pears Family School can expect to receive regular, constructive feedback on their performance and are subject to annual appraisal that recognises their strengths, informs plans for their future development, and helps to enhance their professional practice.

50. The arrangements for teacher and Head Teacher appraisal are set out in The Appraisal Policy.

51. Decisions regarding pay progression will be made with reference to the teacher's appraisal reports and the pay recommendations they contain. In the case of NQTs, pay decisions will be made by means of the statutory induction process.

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

53. Assessment of performance for teachers will be made through the appraisal process and will include assessment of performance against the Teachers' Standards (and/or other relevant standards) and appraisal objectives. Teachers will be eligible for standard pay progression if they are assessed as meeting the Teachers' Standards (and/or other relevant standards) and their appraisal objectives.

54. The evidence to be used for assessment will be made clear to all teachers at the start of the appraisal cycle and may include e.g. self-assessment, pupil progress data, lesson observations, feedback on pupils' learning.

55. To be fair and transparent, assessments of performance will be properly rooted in evidence. The application of the Appraisal Policy, the Pay Policy and pay decisions will be monitored and The Pears Family School will ensure that appraisal objectives and assessments are consistent. Arrangements for quality assurance and moderation are set out in the Appraisal Policy.

56. Teachers' appraisal reports will contain pay recommendations. Final decisions about whether or not to accept a pay recommendation will be made by the FPHR sub-committee of the Governing Body, having regard to the appraisal report and taking into account advice from the Head Teacher.

57. The Governing Body will ensure that appropriate funding is allocated for pay progression at all levels.

58. All teachers can expect progression to the top of their pay range as a result of successful appraisal reviews.

59. A teacher will be eligible for annual performance pay progression where they:

- have been assessed as meeting all of the teaching standards throughout the assessment period
- have had their teaching assessed as at least good overall during the assessment period. (NB: Upper pay range teachers will be expected to demonstrate increasing levels of outstanding teaching overall.)
- have been assessed as meeting the requirements of their job description/role
- meet their individual appraisal objectives; consideration will be given where factors beyond the teacher's control have impacted on their ability to meet objectives
- have demonstrated a personal responsibility for identifying and meeting their CPD needs

Classroom Teachers

60. A classroom teacher who is assessed as meeting the Teachers' Standards (and/or other relevant standards) and their appraisal objectives will receive standard progression to the next point on the appropriate pay range. For teachers on the Upper Pay Range, standard progression will be made on the basis of two successful, consecutive appraisal reviews.

61. A teacher who is assessed as exceeding the Teachers' Standards (and/or other relevant standards) and their appraisal objectives may receive enhanced progression as set out in the table below.

62. A teacher whose performance does not meet the Teachers' Standards (and/or other relevant standards) and / or their appraisal objectives may be considered not to be eligible for pay progression. While it is possible for a 'no progression' determination to be made without recourse to the capability procedure, there is an expectation that concerns about a teacher's performance will have been made clear in writing through the appraisal process⁸ and that these have not been sufficiently addressed through support provided by the school.

Leadership Teachers

66. Those on the leadership pay range play a critical role in the life of the school. They inspire confidence in those around them and work with others to create a shared strategic vision which motivates pupils and staff. They take the lead in enhancing standards of teaching and learning and value enthusiasm and innovation in others. They have the confidence and ability to make management and organisational decisions and ensure equity, access and entitlement to learning.

67. To achieve progression teachers on the leadership pay range are required to demonstrate sustained high quality performance with particular regard to leadership, management and pupil progress at the school and will be subject to a review of performance against the Teachers' Standards (and/or other relevant standards) and appraisal objectives before any performance points will be awarded.

68. Annual pay progression within the range for these posts is not automatic. Where

⁸ See Appraisal Policy for Teachers and Head Teachers

it is considered, progression may consist of either one or two points.

Pay range	Standard progression	Enhanced progression
Main	1 point	2 points
Upper	1 point after two successful reviews	
Leading practitioner	1 point	2 points
Leading practitioner	1 point	2 points
Unqualified	1 point	2 points

Movement to the Upper Pay Range Applications and Evidence

69. 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.

70. Applications may be made once a year. Where teachers wish to be assessed, they should notify the Head Teacher in writing using the application form.

71. An application can be made at any point in the current academic year for payment on the upper pay range to be made from the following September. An application can be made up to 31 October for consideration on the basis of performance in the previous two years and, if successful, payment on the upper pay range will be backdated to 1 September.

72. If a teacher is simultaneously employed at another school(s), they must submit separate applications if they wish to apply to be paid on the Upper Pay Range in that school or schools.

The Assessment

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

- the teacher is highly competent in all elements of the Teachers' Standards (and/or other relevant standards); and
- the teacher's achievements and contribution to the school are substantial and sustained.

74. For the purposes of this pay policy, the governing body will be satisfied that the teacher has met the expectations for progression to the upper pay range where the Upper Pay Range Criteria have been satisfied as evidenced by two successful and consecutive performance management/appraisal reviews.

75. In making a decision, the Head Teacher will have regard to the two most recent performance management/appraisal reviews.

Processes and Procedures

76. The assessment will be made by the Head Teacher within 10 working days of the receipt of the application or the conclusion of the appraisal process, whichever is later. If successful, the Head Teacher will make a recommendation to the Pay Committee of the school that the applicant will move to the upper pay range. He/she will be placed on point 1 of that pay scale.

77. If an application is unsuccessful, feedback will be provided by the Head Teacher as soon as possible and at least within 10 working days of the decision; feedback will cover the reasons for the decision and the appeal arrangements available to the teacher. Any appeal against a decision not to move the teacher to the upper pay range will be heard under the school's arrangements for pay appeals.

Teachers on Maternity or Long-Term Sick Leave

78. A year for the purposes of pay progression or providing evidence to support an application for movement to the Upper Pay Range is as defined in the Document⁹ and permits certain periods of absence to be counted towards the period of a year. In particular, a teacher who is absent from work due to maternity leave or pregnancy can count her absence towards the period of a year. Appraisal objectives should be revised in advance to take account of the period when the teacher will be absent.

79. For a teacher who has an extended period of sickness absence the agreed appraisal objectives may be revised when the teacher returns to work or the length and impact of the absence on the teacher's ability to achieve his/her objectives will be taken into account in the assessment at the end of the appraisal cycle.

80. In either case, where the teacher cannot provide evidence to support an application for movement to the Upper Pay Range from the two years immediately preceding their application they may submit evidence from a longer period, normally, the two years immediately prior to the start of their absence.

Part-Time Teachers

81. Teachers employed on an on-going basis at the school but who work less than a full working week are deemed to be part-time. They should be provided with 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.¹⁰

82. Part-time teachers must be paid the pro rata percentage of the appropriate full-time equivalent salary.¹¹ The same percentage must be applied to any allowances awarded to a part-time teacher.

83. Any additional hours worked by agreement from time to time will be paid at the same rate.

⁹ STPCD 2022

¹⁰ STPCD 2022

¹¹ STPCD 2022

Short Notice/Supply Teachers

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

85. Teachers who are employed to teach for the full pupil day will be paid at a daily rate of 1/195th of the annual pay they would receive if engaged on a regular contract.

86. Teachers who work less than a full day will be hourly paid and will also have their salary calculated as an annual amount which will then be divided by 195 then divided again by the proportion of the full pupil day which they teach.

87. Rates for supply teachers employed directly by the school should be established through the normal process of assessing their appropriate point on the main or upper pay range unless the teacher has agreed a different rate in advance.

88. For a teacher to be paid on the upper pay scale they are required to contribute a significant, substantial and sustained contribution to the wider school¹² so it is unlikely that a school would seek to pay a supply teacher beyond point M6.

Discretionary Allowances and Payments

Teaching and Learning Responsibility Payments (TLRs)

89. A TLR 2 or TLR 1 is awarded to a classroom teacher who holds a permanent TLR post identified in the school's staffing structure which requires the teacher to undertake a sustained additional responsibility for which he/she is accountable.

90. A TLR 3 may be awarded to a classroom teacher for a specific time-limited school improvement project or one-off externally driven responsibility. The Head Teacher acting on behalf of the Governing Body must ensure that the reason for the award of a TLR 3 and its duration is established at the outset, in writing. Recruitment to a TLR 3 will normally be through an open recruitment process.

91. With the exception of sub paragraphs (c) and (e) below which do not have to apply to the award of a TLR3, before awarding any TLR, the Governing Body must be satisfied that the teacher's duties include a significant responsibility that is not required of all classroom teachers, and that:

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

¹² STPCD 2022 Section 3,

e) involves leading, developing and enhancing the teaching practice of other staff.

92. In addition, before awarding a TLR1, the Governing Body must be satisfied that the significant responsibility referred to in the previous paragraph includes line management responsibility for a significant number of people.

93. The annual value of a TLR1 must be no less than the minimum 1(1) and no greater than the maximum 1(4) and the annual value of a TLR2 must be no less than the minimum 2(1) and no greater than the maximum 2(3) as displayed on the tables below.

94. The annual value of a TLR3 must be no less than the minimum and no greater than the maximum as displayed on the table below. Payment of a TLR3 must be made monthly. TLR3s are not subject to safeguarding.

95. The following values for TLR payments have been established by the relevant body.

TLR 1	£
1(1)	9,272
1(2)	11,411
1(3)	13,551
1(4)	15,690

TLR 2	£
2 (1)	3,214
2 (2)	4,373
2 (3)	5,531
2 (4)	6,689
2 (5)	7,847

TLR 3	£
Minimum	639
Maximum	3,169

Special Educational Needs (SEN) Allowances

96. A SEN allowance is payable to a classroom teacher:

- in any SEN post that requires a mandatory SEN qualification;
- in a special school;
- who teaches pupils in one or more designated special classes or units in a school;
- in any non-designated setting (including any PRU) that is analogous to a designated special class or unit, where the post –
- involves a substantial element of working directly with children with special educational needs;
- requires the exercise of a teacher's professional skills and judgement in the

- teaching of children with special educational needs; and
- has a greater level of involvement in the teaching of children with special educational needs than is the normal requirement of teachers throughout the school or unit within the school.

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

- 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.

98. The annual value of a SEN allowance must be no less than the minimum and no more than the maximum allowance as displayed on the table below. The amount of any such allowance and the reason for the award should be documented to the teacher concerned.

SEN	£
Minimum	2,539
Maximum	5,009

99. SEN allowances may be held at the same time as TLRs. However, the Governing Body should ensure that holders of SEN allowances are not carrying out tasks that would be more appropriately undertaken by support staff. The Governing Body should also consider whether, if teachers have responsibilities that meet the criteria for the award of a TLR payment, it would be more appropriate to award a TLR payment.

Teaching Assistants and Support staff.

100. PFS will follow the guidance and documentation used by Islington LA when determining pay and pay progress for teaching assistants and support staff.
101. When appointing to specialist positions (non teaching) the school will benchmark pay by looking at the current market. The school will also take into account London weighting arrangement due to its geographical location.

Other Additional Payments

102. Other additional payments may be made to a teacher or other member of staff other than a Head Teacher in respect of:

- continuing professional development undertaken outside the school day;
- activities relating to the provision of initial teacher training as part of the ordinary conduct of the school;
- participation in out-of-school hours learning activities agreed between staff and the Head Teacher;
- additional responsibilities and activities due to, or in respect of, the provision of services relating to the raising of educational standards to one or more additional schools;
- continuing professional development.

103. Staff who undertake voluntary continuing professional development outside the school day may be entitled to an additional payment if this is agreed in advance. This may be determined as a daily or hourly rate calculated with reference to the teacher's actual pay or where appropriate at a higher level to reflect the responsibility and size of the commitment. A higher rate may be determined by multiplying the

daily or hourly rate by a factor, e.g. x 1.5, x 2 or by determining a flat rate payment.

Initial Teacher Training Activities

104. Teachers who undertake school-based initial teacher training (ITT) activities as part of the ordinary conduct of the school may be entitled to a payment if this is agreed in advance. This may be determined as a daily or hourly rate calculated with reference to the teacher's actual pay or where appropriate at a higher level to reflect the responsibility and size of the commitment. A higher rate may be determined by multiplying the daily or hourly rate by a factor, e.g. x 1.5, x 2 or by determining a flat rate payment.

105. Activities that might attract a payment include supervising and observing teaching practice; giving feedback to trainee teachers on their performance and acting as a professional mentor; running seminars or tutorials on aspects of the course and formally assessing students' competence.

106. Other aspects of ITT activities cannot be regarded as part of the ordinary conduct of the school. Such activities include the additional requirements of School Centred ITT (SCITT), where schools take the lead in providing ITT courses. They may include planning and preparing materials for an ITT course, and taking responsibility for the well-being and tuition of ITT students.

107. Teachers who undertake ITT activities which are not seen as part of the ordinary running of the school will be issued with separate contracts of employment which are not on teachers' terms and conditions, to cover those areas of work that are not part of their substantive teaching job or contract of employment.

Out-of-School Learning Activities

108. Teachers who agree to provide learning activities outside of the normal school hours may be entitled to a payment if this is agreed in advance. This may be determined as a daily or hourly rate calculated with reference to the teacher's actual pay or where appropriate at a higher level to reflect the responsibility and size of the commitment. A higher rate may be determined by multiplying the daily or hourly rate by a factor, e.g. x 1.5, x 2 or by determining a flat rate payment. Payments to classroom teachers should only be made in respect of activities undertaken outside of directed time.

109. Activities that may attract payment include breakfast clubs, homework clubs; summer schools, outdoor activities and clubs linked to the curriculum and one to one tuition taking place outside the school day where the activities require the exercise of the teacher's professional skills or judgement.

110. With the remodelling of the school workforce and the need to ensure downward pressure on teachers' working hours many schools are using support staff and other adults to undertake these activities.

Provision of Services

111. The Governing Body has discretion to make payments to a Head Teacher who provides an external service to one or more additional schools, for example as a National Leader of Education (NLE) and also to any of the school's teachers whose post acquires additional responsibility as a result of the Head Teacher's activities. Payments are not automatic. Detailed guidance on the operating principles and requirements which apply to the provision of services to other schools is set out in the Document¹³. A decision to make such payments should be recorded in Appendix B.

Recruitment and Retention Incentives and Benefits

112. The Governing Body may make such payments or provide other financial assistance, support or benefits to a teacher or member of staff as it considers to be necessary as an incentive for the recruitment of new teachers and staff and the retention in their service of existing staff. It must make clear at the outset, in writing, the expected duration of any recruitment or retention benefits and the review date after which they may be withdrawn.

113. The Governing Body will review the level of payment / benefits annually. Payments may only be made for recruitment and retention purposes, not for carrying out specific responsibilities or to supplement pay for other reasons.

114. Head Teachers, Deputy Head Teachers and Assistant Head Teachers may not be awarded recruitment or retention payments other than as reimbursement of reasonably incurred housing or relocation costs. All other recruitment and retention considerations in relation to leadership group posts must be taken into account when determining the salary range for the post.

115. Where a recruitment or retention benefit is paid under a previous Document (i.e. 2013 or earlier), subject to review, it may continue to be paid at its current value until such time as the respective pay range is determined under the Document.

116. If the Governing Body decides that it may make recruitment and / or retention payments, the form Appendix B should be completed to explain the criteria by which it will determine the nature and level of any such payment.

117. Teachers working in residential special schools are normally entitled to be paid for residential duties in accordance with national agreements reached by the Joint Negotiating Committee for Teachers in Residential Establishments.

Honoraria

118. The Governing Body will not pay any honoraria to any member of the teaching staff for carrying out their professional duties as a teacher. There is no provision within the School Teachers' Pay and Conditions Document for the payment of any bonuses or honoraria in any circumstances. Any such award to a teacher for their teaching work would be unlawful.

¹³ STPCD 2022

Safeguarded Payments and Allowances

119. Safeguarding arrangements will apply according to the provisions of the Document¹⁴.

120. All teachers are paid in accordance with the statutory provisions of the Document as updated from time to time.

Pay Appeals

113. The arrangements for considering appeals are as described below;

114. Staff may seek a review of any determination in relation to their pay or any other decision taken by the Governing Body (or a committee or individual acting with delegated authority) that affects their pay.

115. The following list, which is not exhaustive, includes the usual reasons for seeking a review of a pay determination; that the person or committee by whom the decision was made:

- incorrectly applied any provision of the Document or the school's Pay Policy;
- failed to have proper regard for statutory guidance;
- failed to take proper account of relevant evidence;
- took account of irrelevant or inaccurate evidence;
- was biased; or
- otherwise unlawfully discriminated against the teacher.

116. The order of proceedings is as follows:

- The member of staff receives written confirmation of the pay determination and where applicable the basis on which the decision was made;
- If the member of staff is not satisfied, he/she should seek to resolve this by discussing the matter informally with the Head Teacher or decision-maker within ten working days of the notification of the decision;
- Where an informal discussion is not possible, or where the member of staff continues to be dissatisfied, he/she may follow a formal process;
- The member of staff should set down in writing the grounds for questioning the pay decision and send it to the FPHR Committee, within ten working days of the notification of the decision being questioned or of the outcome of the informal discussion referred to above;

¹⁴ STPCD 2022

The FPHR Committee should arrange a meeting to consider the members of staff's concerns and give the staff member an opportunity to make representations in person. The member of staff is entitled to be accompanied by a union representative or work colleague. Following the meeting the member of staff should be informed in writing

within three working days of the outcome of the review and his/her right to appeal;

- If a member of staff wishes to appeal he/she should provide written notification of the grounds for his/her appeal within ten working days of notification of the outcome of the review;
- Any appeal should be heard by a panel of three governors who were not involved in the original determination, normally within 20 working days of the receipt of the written appeal notification. The teacher will be given the opportunity to make representations in person and is entitled to be accompanied by a union representative or work colleague. The decision of the appeal panel will be given in writing, and where the appeal is rejected will include a note of the evidence considered and the reasons for the decision;
- Where an appeal is made by a Head Teacher, the panel will consist of governors with Chair or Vice Chair present.

Finance

117. The Governing Body agrees the school budget and will ensure that appropriate funding is allocated for performance pay progression at all levels.

118. The Governing Body recognises that funding cannot be used as a criterion to determine performance pay for teachers.

119. If possible, additional discretionary assessments/payments will be subject to separate and specific budgetary provision each year.

Consultation

120. The Governing Body (through the FPHR Committee and/or the Head Teacher) will consult fully with members of the school's staff and their professional associations/unions within the school, when (re)drafting the Pay Policy.

121. Each member of the staff and the Governing Body will have access to a copy of the Pay Policy.

Training for Governors

122. The Governing Body will arrange for governors who are making pay decisions to receive appropriate training.

Freedom of Information

123. Under the Freedom of Information Act 2000, copies of the policy must be available on demand. If the school has a publication scheme the Governing Body

may decide in the public interest that the policy will be included in the scheme.

Monitoring the Impact of the Policy

124. The FPHR Committee should prepare an annual written report on the operation of the Pay Policy, including trends in progression across specific groups of teachers to assess its effect and the school's continued compliance with equalities legislation. The Governing Body will monitor the outcomes and impact of this policy on a regular basis.

Application of the School Pay Policy

125. Governors will review the Head Teacher's performance under the arrangements set out in the school's Performance Appraisal Policy and decide whether or not to make an incremental award. Different governors (i.e. those not involved in the review or quality assurance) will consider any subsequent complaints/appeals.

126. This policy, and the position of each member of staff, including the Head Teacher, Deputy and Assistant Head Teacher(s) (where objectives have been set), will be assessed/reviewed annually in the Summer or Autumn Term by the FPHR Committee as appropriate, for implementation on 1 September.

127. The Governing Body requires the Head Teacher to make recommendations regarding the annual assessment of each teacher's pay (taking account of the school's Performance Appraisal Policy).

128. If the draft structure is considered by the full Governing Body, staff governors will be invited as usual to the meeting and may participate as usual in the debate. Any governor, staff or otherwise, with a pecuniary interest or other conflict of interest in the matters under discussion must disclose it and, if necessary, withdraw from the meeting in accordance with the School Governance (Procedures) (England) Regulations 2003.

129. That does not mean that governors who are also members of staff will automatically be excluded from the Governing Body's consideration of the draft structure and implementation plan on the basis that they have a pecuniary interest in the matter. (The Procedures Regulations set out the circumstances in which a person will and will not be considered to have a pecuniary interest and provide, in particular, that: "a governor shall not be treated as having a pecuniary interest in any matter provided his interest in the matter is no greater than the interest of the generality of those paid to work at the school.")

130. The policy will be applied in such a way that:

- they are consistent with the written criteria;
- no employee will be disadvantaged on the basis of their gender, transgender, marital status or civil partnership, racial group, religion or belief, sexual orientation, age, disability, pregnancy or maternity, social or economic status or

caring responsibility. This means that the policy may need to be adjusted to cater for the specific needs of an individual including the provision of information in alternative formats where necessary.

- they make information available to staff about vacant posts, allowances, enhancements, temporary and acting posts;
- payments are awarded in a fair, equitable and consistent manner to ensure that there are proper pay relativities within the school;
- they are based on the current Job Description of the member of staff involved;
- any member of staff who is dissatisfied with the application of this policy and/or any decision of the Committee is able to invoke the School's Appeals Procedure (which performs the function of the grievance procedure on pay matters), in the case of teachers. The decision of any person or committee charged with considering an appeal under these procedures will be final. Appeal decisions do not affect an employee's statutory employment rights.

Appendix A Pay Appeal Procedures

Teachers will receive written confirmation of pay decisions and, where applicable, the basis on which the decision was made.

Stage 1 - Representations to Head Teacher/Manager or Nominated Governor (where the teacher concerned is the Head Teacher): Any teacher who is unhappy with a decision of the Governing Body in relation to his/her pay made under the STPCD may make representations to the Head Teacher/Manager or Nominated Governor (where the teacher concerned is the Head Teacher) within 10 working days of receipt of the written decision. Representations will normally take the form of an informal one-to-one meeting in private. It is not expected that, at this stage, there will need to be any involvement of a trades union or work colleague.

At the meeting, the teacher will be entitled to present his/her case and submit any new evidence. Within a further 10 working days, the Head Teacher/Manager/ Nominated Governor will inform the teacher in writing that s/he either –

- a) reaffirms his/her original decision on the teacher's pay; or
- b) proposes to change his/her recommendation in the light of the (new) evidence submitted by the teacher.

If the teacher is still dissatisfied with the decision, s/he may make representations in person to the Committee/Governing Body that made the decision on the recommendation of the Head Teacher or the nominated governor (the Deciding Body). S/he must indicate his/her wish to make such representations, and the grounds for questioning the pay decision in writing to the Committee/Governing Body within 10 working days of receipt of the written notification from the Head Teacher.

Stage 2 – Representations to the Governing Body: *Representations will take the form of a formal meeting of the original Committee (Deciding Body) at which the teacher may be accompanied/represented by his/her trade union or work colleague. The meeting should take place within 10 working days of receipt of the written grounds for questioning the pay decision. At the meeting,*

- the teacher or his/her representative will be entitled to present his/her case and submit any new evidence, and
- the Head Teacher/manager may respond.

Within 10 working days, the Committee will inform the teacher in writing that they either –

- a) reaffirm their original decision; or
- b) accede to the teacher's request in the light of the representations by the teacher; or
- c) propose an alternative decision

The Committee may be advised at the meeting by appropriate representative(s) of the school.

If the teacher is still dissatisfied with the decision, s/he may appeal to another Committee/group of governors or (remainder of the Governing Body) who did not sit on the Deciding Body. S/he must indicate his/her wish to appeal in writing to the Chair of the Governing Body within 15 working days of receipt of the letter from the Deciding Body.

Stage 3 – Appeal to the Governing Body: *An appeal hearing should be conducted with reasonable notice and normally within 20 working days of receipt of a written appeal notification.*

Procedure

- (a) Establish that the meeting is to hear a review or appeal against a decision taken under the Pay Policy. All evidence submitted for consideration should have been circulated in advance. (Chair to check that all involved have been provided with identical evidence).

Conduct of the Appeal

- a) The Chair introduces those present.
- (b) The Chair invites the employee to identify areas of appeal.
- (c) The Chair invites the employer to ask questions of the employee.
- (d) The Chair invites members of the panel to ask questions of the employee.
- (e) The Chair invites the employer to respond to the case presented.
- (f) The Chair invites the employee to ask questions of the employer.
- (g) The Chair invites members of the panel to ask questions of the employer.
- (h) The Chair invites the employee to summarise the case.
- (i) The Chair invites the employer to summarise the case.
- (j) Both parties withdraw while the panel considers the evidence.

Pay Policy Appeal Panel Considerations

The Appeal Panel considers the evidence, decides whether the case is proven and whether the decision made is appropriate and if it is not what decision applies.

Panel Decision

The Chair communicates the decision of the Appeal Panel. A copy of the decision letter is sent to all involved within three working days.

Appendix B

Summary of decisions in relation to specific pay provisions.

The Pears Family School

The FPHR Committee/Governing Body of the school should review these provisions and record their decisions annually. Any award(s) should be communicated to the member of staff in writing.

Teachers

Payments to the Head Teacher for provision of services

The rules around payments are explained in paragraph 109 of the Pay Policy.

The school may have specific needs which merit a flexible approach to discretionary payments.

In The Pears Family School

[insert here the criteria by which the nature and level of such payments are determined and the value of any discretionary payments attached to the Head Teacher and the time for which the payment is made i.e. this could be temporary or permanent depending upon circumstances]

Teachers - Recruitment and Retention Payments

The rules around payments are explained in paragraphs 110-115 of the Pay Policy

In The Pears Family School, the Governing Body will pay recruitment awards to [] of **[£ amount] for a [number year / months] in the following circumstances.**

The Governing Body will pay retention awards to [] of **[£ amount] for a [number year / months]**. This may be extended in “exceptional circumstances” for specific expertise.

[specify clearly here the basis on which such incentives may be paid e.g. to those in shortage subjects as defined by the school; or after one/two advertisements have failed to produce a suitable candidate for appointment]